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ABSTRACT

WECEP, a cooperative education program for 14- and 15-year-old potential dropouts in either elementary or high school grades, provides work experience in jobs approved by Federal and State laws. The guide is intended for use as a resource for teacher-coordinators of local WECEP programs and supplements another Illinois Division of Vocational and Technical Education publication, An Articulated Guide for Cooperative Occupational Education. The first section presents brief outlines of: the rationale of the programs, planning local programs, roles of teacher-coordinators, community relations, and the need for career education. The second and largest section contains units of study (understanding yourself, how to get a job, career planning, and career fields arranged by clusters). Each lesson includes teaching concepts, activities, and resource materials, and some lessons provide additional information or exercises. An extensive bibliography of current reference materials in all media, arranged by subject areas and source, and a shorter list of evaluation materials comprise the third section. The final section, an appendix, reproduces tax and social security forms, employment applications, sample letters, and legislation affecting WECEP. (MDW)

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WECEP GUIDE

A Curriculum Guide

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STATE OF ILLINOIS
Board of Vocational Education and Rehabilitation
Division of Vocational and Technical Education
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WORK EXPERIENCE AND CAREER EXPLORATION GUIDE

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PHILOSOPHY

PREFACE

The WECEP Guide is prepared for personnel who are responsible for planning and conducting a Work Experience and Career Exploration Program, a special cooperative education program for 14 and 15 year old potential dropouts. The publication supplements the DVTE publication, An Articulated Guide for Cooperative Occupational Education.

The WECEP Guide is intended as a resource to be adapted to the local program. Therefore, it has been organized in a loose leaf notebook so that the teacher-coordinator can make additions and deletions. A form is included in the appendix for evaluation of the guide. Suggestions should be directed to the Division of Vocational and Technical Education, Special Programs Unit.

RATIONALE

Local, state and national educators are concerned about students who develop a feeling of frustration or failure in academic achievements and wait for their sixteenth birthday to quit school. Many educators believe one way to help solve the problem is to provide these students with experiences in occupational education when they are 14 and 15 years old. However, present child labor laws which limit the age of employment to 16 years or over are a deterrent to program development.

Several state departments of education expressed to the U. S. Department of Labor, Employment Standards division, their interest in developing experimental programs for the 14-15 year age group. Also, the U. S. Office of Education indicated that changes in child labor laws are needed in order to carry out the intent of Congress set forth in the Vocational Education Act as amended in 1968.

As a result, the Employment Standards Division waived the age restriction until August 31, 1972, and later extended the date to August 31, 1973, for designated experimental programs. The modifications, published in the *Federal Register on November 5, 1969, allow 14 and 15 year old youth in approved programs to work up to 28 hours a week when school is in session and up to four hours a day, any portion of which may be during school hours.

Experimental programs can provide the Employment Standards Division with information to help in determining whether changes should be made in child labor regulations. They can give educators the opportunity to test the effectiveness of school and work experience programs for 14 and 15 year old youth.

PURPOSE

The experimental programs utilize a cooperative education approach to provide career exploration training experiences. Specific goals are aimed at helping dropout-prone youth to become oriented and motivated toward education and to begin preparation for the world of work.

The experimental programs are intended to help each student achieve his potential. Students are not "tracked". Hope-

---

*Federal Register, Title 29 - Labor, Part 1500, Subpart C fully, they will move into either college preparatory or specialized vocational skill programs or enter the world of work.

Enrollment is limited to 14 and 15 year old disadvantaged and handicapped students who are identified as being potential dropouts when they reach the age of 16. They may be either elementary or high school enrollees.

The programs are conducted in classroom facilities furnished by the school. Students spend approximately two periods each day in class. The teacher-coordinator provides job-related and skill instruction, including individualized and remedial learning experiences. Under the supervision of employers and teacher-coordinators, students receive work experiences on jobs permitted or approved under Federal and State laws. Students also receive instruction in courses required for graduation.

STATE SPONSORED

In Illinois the State Board of Vocational Education and Rehabilitation, Division of Vocational and Technical Education, contracted in FY 1971, FY 1972 and FY 1973 with local school districts to provide experimental programs. The State

Board utilizes funds appropriated for Part G, Cooperative Vocational Education Amendments of 1968 to reimburse schools. The development of the experimental programs involved the cooperation of several agencies, including the U. S. Department of Labor, the U. S. Office of Education, the State Division of Vocational and Technical Education and local school districts.

If the age factor for employment is lowered as a result of data collected, the current experimental program in Illinois can continue, and additional programs can be developed in other school districts. A statewide evaluation of WECEP in the spring of FY 1972 was favorable for continuation of the program.

PLANNING LOCAL PROGRAMS

The success of WECEP is related to both the amount and the quality of pre-planning at the local level. Each local district should develop a program unique to its situation. It must also comply with the policies of the Division of Vocational and Technical Education, the U. S. Department of Labor and the State of Illinois Department of Labor. The following list is a suggested guideline for school districts to consider when planning a program.

1. Philosophy
    a. values
    b. needs
2. Administrative plan
    a. Role of school personnel
        (1) superintendent
        (2) principal
        (3) deans
        (4) counselors
        (5) classroom teachers (not teacher-coordinator)
    b. Responsibility of teacher-coordinator

3. Selection of students
    a. criteria
    b. responsibility
4. Teaching facilities
5. Coordinator's office
6. In-school instruction
    a. responsibility for setting this up
    b. compliance with school attendance law
7. Related class
8. Individual counseling
9. Responsibility of students to the program
10. Public relations
11. Responsibilities
    a. of school
        (1) daily class schedule
        (2) work permits
        (3) transportation
        (4) strict enforcement of school attendance law
    b. of employer
        (1) hours of employment
        (2) social security
        (3) workman's compensation insurance
        (4) minimum wage

        (5) student learner provisions
        (6) Child Labor Laws
    c. of student
        (1) attendance
        (2) achievement in school
        (3) personal appearance
        (4) social-emotional-personal growth
        (5) responsibility to employer
        (6) hold only one job

Administrators, personnel responsible for the program and advisory committee members should be involved in the planning. Other school personnel and the community should be oriented to the purposes and the organization of the program.

THE TEACHER-COORDINATOR

A teacher-coordinator is *many people responsible for many activities.*

He is a *teacher.* He is an *evaluator* - of the students on the job, of students in the classroom, of the value of the program, and of the success of the program. He is an *administrator.* He keeps records, makes out reports, arranges meetings, and attends meetings. Because he must deal with educational, social, personal, and occupational problems of the participants in the program he is a *counselor.* He is one of the most important *public relations* people in the district.

In assuming these roles, the teacher coordinator

1. selects students
2. teaches job-related class
3. secures jobs for students
4. prepares reports
5. arranges transportation for students
6. keeps student records
7. works with job training supervisors
8. evaluates student performance
9. visits students on job

10. organizes an advisory committee
11. promotes program
12. develops instructional materials
13. secures services of resource people
14. visits parents of students in program
15. holds individual student conferences
16. meets with administration of district to facilitate coordination of program
17. confers with classroom teachers and counselors
18. attends conferences
19. keeps program within boundaries of budget

A successful coordinator does not stay within the four walls of a classroom or the security of a school building. He must move out into the business community where he will coordinate the work of the school with the resources available in the community to aid the student who is likely to become a dropout. He must use his time wisely and be flexible enough to meet situations as they arise. He must be familiar with legal requirements for the employment of minors, such as (1) issuance of work permits (2) types of employment permitted (3) types of employment prohibited, and (4) how to seek a waiver for a minor to work in certain prohibited occupations.

The responsibilities are many, varied, but always challenging. This position provides the individual with a genuine opportunity to help young people.

IDENTIFYING THE WECEP CANDIDATE

WECEP is designed for the potential school-leaver, the 14 or 15 year old disadvantaged or handicapped student who has developed a feeling of frustration or failure in the academic setting. Potential school-leavers as a group tend to have certain common characteristics. However, not all of these students exhibit all of the same characteristics. The observations that follow are general and perhaps apply to a very large percentage of such students. The characteristics mentioned are not intended to be complete and final.

Statistics show that only one in every one hundred of these students is at the correct achievement level for his age. They are typically one or more years older than the students in their grade. Three out of four acknowledge having trouble reading. They can be expected to have trouble with spelling, writing, and arithmetic. Consequently they have records of poor grades and low scholastic achievement.

While scholastic problems are usually paramount for all of these students they all have other common stumbling blocks. They are chronic absentees. They exhibit poor relationships with the peer group and teachers. They cannot discipline themselves and generally do not accept school controls. They have little or no interest in school activities. The achievement level of the mother and father, number of children in the family, attitude of parents toward school, and acceptance or rejection of the family by the neighborhood are related to the problem. The student's health, physical development (too large or too small for age) and/or disabilities, and lack of interest in school work stunt his educational growth and lead to dissatisfaction with school.

In conclusion, the following list of characteristics will help school personnel identify drop-out prone students for enrollment in the Work Experience and Career Exploration Program.

1. one or more grades below academic achievement level for his age
2. two or more years of social promotions
3. failing two or more subjects
4. chronic absenteeism
5. truancy
6. cannot accept school regulations

7. passive-aggresive behavior pattern
8. poor self-concept
9. poor peer relationships
10. poor pupil-teacher relationships
11. lack of good adult image
12. conflicts with the law
13. non-acceptable social values
14. low economic family background
15. family attitude toward school negative
16. other characteristics defined by local district

Primary to any sucessful motivation of these students is accountable teaching utilizing the total resources of the school. While making an intelligent interpretation of the negative definable characteristics of the potential school-leaver, school personnel should recognize and build upon the strengths of potential early school leavers. Some of these positive characteristics include the following:

1. qualities of leadership
2. potential for creativity
3. strong sibling relationships
4. knowledge of how to survive in the community (economic survival)
5. honesty

6. insight into feelings of adult toward youth (particularly teachers to students)

7. perceptive

8. loyalty to peer group

By recognizing both the positive and negative characteristics of the potential school-leaver and by effectively utilizing the resources of the school and community, educators can help shape the future of these people.

IN-SCHOOL RELATED CLASS

WECEP has two facets: career exploration and work experiences. The in-school related class phase of the program provides many opportunities for career exploration. Some suggested topics which can lead to helping the student develop a self-concept and make career preferences, based on knowledge of career opportunities and the individual's potential, are listed in the following outline. Teacher-coordinators should develop measurable behavioral objectives related to the goals of the program.

1. Reasons for Working
    - a. Self-satisfaction
    - b. Achievements
    - c. Recognition
    - d. Monetary gains
    - e. Contribution to something for good of others
2. Developing a Self-concept
    - a. Attitudes
        1. blocks to learning
        2. relationship to other people
        3. values of self

    b. Aptitudes
    c. Interests
    d. Scholastic Achievements
    e Social growth
    f. Emotional growth
    g. Life goals
    h. Changes in interests, goals, etc.

3. Relationship of Careers to Personal Goals

4. Career Exploration through Use of Career Information Resources

    a. Files
    b. Films
    c. Filmstrips
    d. Interviews
    e. Library
    f. U S Department of Labor publications
    g. Newspapers

5. Organizational Pattern of the World of Work

6. Relationship between Education and Training for a Career

    a. Need for skills such as

        1. logical and numerical reasoning
        2. communication skills
        3. economic understandings

            4. social values and concepts

    b. Educational and Training Requirements for Specific Careers

    c. Need for communication skills

        1. Application forms

        2. Income tax forms

        3. Social Security forms

        4. Checks

        5. Personal data forms

        6. Letters of Application

        7. Personal Resume´

        8. Reading want-ads

        9. Writing want-ads

        10. Oral interviews

7. Getting and Keeping a Job

8. Economic Implication of the World of Work-occupations

    a. Effect on national economy

    b. Role of government

    c. Banking, credit, stocks, and bonds

The teacher-coordinator should consider utilizing the following resources and materials to develop learning experiences:

1. Films

2. Media kits
3. Career files
4. Books-magazines
5. Standard forms
6. Field Trips
7. Speakers
8. Interviews
9. Others

INTRODUCING THE PROGRAM TO THE COMMUNITY

How does the teacher-coordinator introduce himself and the program to the community? Should he develop the program by making visits to business and industry before developing a coordinating or advisory council? Should he organize an advisory committee? What role should the Chamber of Commerce play in this program? Can the city government be of any help? What is the role of civic and social organizations?

A teacher-coordinator must consider many approaches. He should contact as many organizations as possible and enlist the help of civic groups such as the local Chamber of Commerce, manufacturing associations, and service clubs. Many businesses prefer to be approached through the civic organizations in which they have membership. If the city government has an education committee he should seek permission to speak to this group of civic leaders. He should organize an advisory council and utilize the members to promote the program as well as to advise him on organizing the program.

Some suggestions for promoting interest in the program are as follows:

1. Explain why the program is being offered in the community.
2. Be enthusiastic; enthusiasm is contagious
3. Never minimize the contributions the students can make in the world of work.
4. Point out the valuable contributions the business sector can make toward changing values of young people.
5. Be prepared to answer questions about the program. KNOW YOUR PROGRAM!
6. Contact the newspaper and the radio station for appropriate coverage.

COUNSELOR VIEWS THE WORK EXPERIENCE AND CAREER EXPLORATION PROGRAM

As a part of the educational team working toward the goal of optimum development of the individual, counselors feel that every student has a right to guidance and to assistance in those areas which would aid him in successfully adjusting to himself and his society. Counselors are available to inform, guide, help and counsel students toward self-understanding, self-acceptance, and, ultimately, mature and responsible adulthood as nearly as possible within the framework of the school. Placement in the Work Experience and Career Exploration Program is one very effective possibility that can be used with students who may not otherwise successfully reach these goals.

The counselor has a responsibility to serve all children but carries a special responsibility to the student who may become an early school-leaver. These young people require and/or demand from counselors more than class schedule changes. Within the framework of the WECEP program and with the total school facilities at his disposal a counselor can:

1. Test

2. Interpret test results
3. Aid in selection of students
4. Counsel students
5. Prepare class schedules
6. Provide career information
    a. for students
    b. for teacher-coordinators
7. Handle referrals for special evaluation and placement
8. Act as laisson between teacher-coordinator and other faculty members and administration of school
9. Re-evaluate students in program

An individual's achievement in school subjects, his leisure time acitvities, and his home and peer relationships play a significant part in exposing him to educational work roles. Readiness for successive career stages is dependent on exposure to an ever widening range of occupational experiences. Counselors influence career development whether they provide, ignore, or withhold occupational experiences. Continuous exposure to work and education is necessary to prevent distorted pictures of one's ideas of self and environment.

CAREER DECISIONS

The objective of a good career choice is to select a job or jobs in which the individual can achieve more than a 50 percent success. The ideal career choice as determined by most persons would be a job in which a person would give his most to society while working in a career which as closely as possible fits his interests, aptitudes, and abilities.

Several important reasons why an intelligent career choice is vital to the individual are:

1. Happiness and well being are dependent in part to the choice of a career.
2. National and individual crises could occur if essential jobs lacked workers thus crippling society and government.
3. Personal frustrations and unhappiness are caused by making job choices beyond one's capabilities.
4. Society as well as the individual suffers when a job choice is made below one's capabilities.
5. Education, training, time and money must be considered when making a job choice otherwise all is lost.

A career choice should come about as the result of many years of serious study, exploration, consideration, and counseling. This indicates that for one to make an intelligent career choice it is necessary to know something about a large number of careers. Interests and abilities are important factors to consider when exploring careers. Just about every kind of ability or combination of abilities can be used advantageously in a number of careers. Jobs requring physical strength are rapidly disappearing. This shows up in the labor market as a decrease in the number of unskilled jobs available and an increas in jobs requiring mental abilities or a rise in the demand for workers in the skilled, technical, and professional areas. After the consideration of ability and its relationship to career choice the next most important factor to consider is interest. The individual should explore career areas defined by his abilities and then further break these areas down to particular interest areas. Interests and abilities can be attacked in the following ways:

1. Visit places of employment - an office, a factory, a store, a school, a hospital, etc.
2. Talk to people you know about their jobs.
3. Read materials about careers.
4. Observe workers wherever you go
5. Secure part-time or summer jobs.

These and other ways are available to the WECEP student.

The common pitfall of many people is to delay or postpone making career plans until after graduation or until their formal education has been completed. Even when a career choice has been made be prepared to change that decision. Many new and exciting careers are appearing regularly and perhaps with further study and training a more desirable job can be secured.

UNITS OF STUDY

UNDERSTANDING YOURSELF

LESSON - WHO AM I?

Concepts

1. To develop an understanding of interests, attitudes, abilities, and personalities.
2. To develop an understanding of how these things affect our job choices.

Activities for developing concepts.

1. Participants use outline guides provided to project a self-analysis (outline used in Joliet follows this lesson plan).
2. Use completed outlines to review academic progress and effect on career plans through individual conference.
3. Group discussion
4. Role playing
5. Others

Materials

1. Self-inventory outlines
2. Films -
    1. Crystal Ball - International Film Bureau, 332 South Michigan Avenue, Chicago, Ill. 60604
    2. Cabbages to Kings and Various Things - Bowman Films, 622 Rodier Drive, Glendale, California 91201
    3. Vocational Decisions - Singer SVE, Inc., 1345 Diversey Parkway, Chicago, Illinois 60614

3. Books

1. Discovering Your Real Interests - SRA, 259 East Erie Street, Chicago, Illinois 60611
2. Doing Your Best - McGraw Hill Book Company 1221 Avenue of the Americas, New York, New York
3. How to Increase Your Self Confidence , by Gilbert Wrenn, Science Research Associates 259 East Erie Street, Chicago, Ill. 60611
4. Your Personality and Your Job by Daniel Senick, Science Research Associates, 259 East Erie Street, Chicago, Illinois 60611

SELF-INVENTORY OUTLINE

I. Scholastic record
    A. Subjects I liked best and why
    B. Subjects I disliked and why
    C. My achievement record

II. Personal data
    A. My interests
    B. My outstanding accomplishments
    C. Activities in which I engage
        1. In school
        2. Out of school

D. My relationships with people (parents, brothers, sisters, teachers, others).

E. My health record

F. My shortcomings (weaknesses)

G. My values

H. Activities I have wanted to participate in but have not had an opportunity to do so

III. Occupational Interests

A. Three job fields of interest to me

1.

2.

3.

IV. Personal Goals

A. Education

B. Social

C. Career

V. Self-analysis based on personal-social concerns

A. Self-reliance

B. Emotional control

C. Responsibility

D. Dependability

E. Work habits

F. Personality

LESSON - YOUR PERSONALITY

Concept

1. To help students understand that employers many times put as much emphasis on your ability to get along with others as he does upon your skill and training.

Activities to develop concept

1. Discuss the following topics.
    a. What is personality?
    b. What is character?
    c. Discuss and define the following terms:
        1) sincerity
        2) dependability
        3) integrity
        4) modesty
        5) criticism
        6) hostility
        7) destructiveness
        8) affection
        9) alibi
        10) maturity
2. Develop a guide for solving problems. Example:
    a. define the problem

   b. look at self to decide where fault might be
   c. develop several solutions
   d. consider results to each solution
   e. decide on solution and try it out

3. Ask students to present problems. Have a panel discussion or buzz session to try to resolve them.

4. Have class discuss lives of people who hold the following feelings:

   a. Nobody likes me
   b. Everybody gets the breaks but me
   c. I never have any luck
   d. Why did this have to happen to me
   e. Teachers hate me
   f. I have nothing to wear to the party

5. Study lives of people who learned to live successfully with physical handicaps

   example - Franklin Roosevelt
   Helen Keller
   speaker - Someone locally who has overcome a handicap

6. Develop relationship between character and personality and success on the job

Materials

1. Books

   a. All About You - SRA, 259 East Erie Street
   Chicago, Illinois 60611

b. Your Problems: How to Handle Them - SRA, 259 East Erie Street, Chicago, Illinois 60611

c. You and Your Problem - SRA, 259 East Erie Street, Chicago, Illinois 60611

d. Your Personality and Your Job - SRA, 259 East Erie Street, Chicago, Illinois 60611

2. Films

a. Act Your Age - Coronet Films, 29 East 10th Street, New York, N.Y. 10003

3. Posters

a. Student Attutide Builders - Careers, Inc., P.O. Box 135, Largo, Florida 33540

LESSON - WHAT ARE MY INTERESTS AND APTITUDES

Concept

1. To become familiar with the roles interests and aptitudes play in vocational choice and success,

Activities to develop concept

1. Define
   a. interest
   b. aptitude
   c. ability
2. Discussion
   a. How do we develop interest?
      (hobbies, trips, reading, etc.)
   b. Do interests change?
   c. Do they affect job choice? How?
3. Administer an Interest Inventory Test (see test list)
   Record. Discuss results with students.
4. Complete chart on jobs selected by students for study
5. Show filmstrip
   "Who Are You" - SVE, 1345 Diversey Parkway
   Chicago, Illinois 60614
6. Provide reading materials
   Charting Your Job Future - SRA, 259 East Erie St.
   Chicago, Illinois 60611

You and Your Future - McKnight & McKnight, 29 E. 10th Street, New York, New York 10003

Materials

1. Films
    a. Your Job: Finding the Right One - Coronet Films, 65 East South Water Street, Chicago, Illinois
2. Filmstrips
    a. Who Are You - SVE, 1345 Diversey Parkway Chicago, Illinois 60614
3. Books
    a. Charting Your Job Future - Science Research Associates, 259 East Erie Street, Chicago, Illinois 60611
    b. You and Your Future - McKnight & McKnight, 29 E. 10th Street, New York, N.Y. 10003
4. Charts on Jobs and Interests
5. Tests
    a. Interest Inventory Tests (see list in bibliography)

INTEREST - APTITUDE CHART

The jobs to be included in the chart should be suggested by the students. Ask each student to list ten or twelve occupations that they would be interested in exploring. This may be done with library materials or by interviews. Prior to completing the chart the terms 'Interests and aptitudes' should be clearly defined. (See Activities above). From the individual lesson charts of students develop a composite list from all students for distribution to class. Use complete list for further class discussion on interests and aptitudes.

JOBS	INTEREST	APTITUDE
Auto Machanic		
Biochemist		
Veterinarian		
Teacher		
Salesman		
Pilot		
Nurse		
Beautician		
Others		

LESSON - WHAT KIND OF PERSON ARE YOU

Concepts

1. To learn to see ourselves as others see us.
2. To understand that if we are able to accept ourselves as we really are we have a better chance of making the most of our good points and working out our bad points.

Activities for developing concepts.

1. Write a story about some behavior you exhibited in a special situation.

   (example: when deprived of T. V. or when
   someone in your class gave a party
   and didn't invite you.)

2. Complete Rating Sheet
3. Role Play the following situations
   - a. Told by parent to get homework done
   - b. A friend is being criticized
   - c. Neglected to turn in assigment and refused to remain after school to talk with teacher
   - d. Others
4. View Filmstirps

Materials

Filmstrips

a. Successful Student - Singer, SVE, Inc.,
1345 Diversey Parkway, Chicago, Illinois
60614

b. Compassion for People - Bowmar Films, 622 Rodier Drive, Glendale, California 91201

c. Liking Your Job and Your Life - Guidance Associates, 41 Washington Avenue, Pleasantville, New York 10570

Posters

Student Attitude Builders - Careers, Inc., P. O. Box 135, Largo, Florida, 33540

Books

Getting along with others - SRA., 259 East Erie Street, Chicago, Illinois 60611

I Find, Follow, and Finish - American Book Company, 55 Fifth Avenue, New York, New York 10003

Your Personality and Your Job - Science Research Associates, 259 East Erie Street Chicago, Illinois 60611

Rating Sheet for each student

RATING SHEET

This rating sheet is merely suggestive of the kinds of items students may use to rate themselves. Some may not be important to all coordinators.

Have sheets available for distribution to class. Ask students to rate themselves honestly. Individual counseling or class discussion should follow this exercise. The follow-up will be determined by the students in your class.

	YES	NO
1. I like the way I look	____	____
2. I don't like the way I look	____	____
3. I have many friends	____	____
4. I have very few friends	____	____
5. I make friends easily	____	____
6. I like people	____	____
7. I prefer to be alone	____	____
8. I am lazy	____	____
9. I get things done on time	____	____
10. I get angry easily	____	____
11. I can control my temper	____	____
12. I accept criticism	____	____

13. I don't like to be told what to do and how to do it ______ ______

14. I prefer to be the leader ______ ______

15. I would rather follow others ______ ______

16. I am a good student ______ ______

17. I never prepare my assignments ______ ______

18. I study at school ______ ______

19. I study at home ______ ______

20. I never 'crack'a book ______ ______

21. I think mostly about myself ______ ______

22. I like to try new things ______ ______

23. I am considerate of other people ______ ______

24. I have good manners ______ ______

25. I think it is nonsense to be polite ______ ______

26. I like to talk ______ ______

27. I would rather listen than talk ______ ______

28. I like sports ______ ______

29. I like to read ______ ______

30. I have a hobby ______ ______

31 I stay home most of the time ______ ______

32. I never stay home ______ ______

33. I hate school ______ ______

34. I like school ______ ______

35. I have made career plans ______ ______

36. I have no career goals ______ ______

LESSON - GETTING ALONG WITH PEOPLE

Concept

1. To understand that it is wise to get along with people on the job because we want to rather than because it is expected of us.

Activities to develop concept

1. Make a list of guidelines for getting along with others. Example:
    a. Do not carry 'tales' to the boss about other workers.
    b. Treat your co-workers as you would wish to be treated.
    c. Don't gossip.
    d. Be cheerful.
    e. Avoid sarcastic remarks about other people.
    f. Be a good listener.
    g. Practice 'good manners' at all times.
    h. Rudeness doesn't 'pay off'.
    i. Maintain good health.
2. Role Play
3. Make posters to illustrate situations developed in activity no. 1.
4. Use Getting Along with Others (SRA) for introduction to lesson.

5. Invite an employer, social worker, psychologist, and counselor to talk to students about importance of getting along with people and why some people never seem to be able to do so.

6. Panel discussion

   Students - Business People

Materials

Films

1. Your Job: You and Your Boss - Coronet Films
   65 East South Water Street
   Chicago, Illinois

Books

1. Getting Along with Others - Science Research Associates, 259 East Erie Street, Chicago, Illinois 60611

2. Your Personality and Your Job - Science Research Associates, 259 East Erie Street, Chicago, Illinois 60611

Posters

1. Student Attitude Builders - Careers, Inc.
   Largo, Florida

2. Guidance Posters - General Electric Company
   570 Lexington Avenue, New York, New York 10022

Filmstrips

1. Compassion For People - Bowmar, 622 Rodier Drive, Glendale, California 91201

2. Job Attitudes: Trouble at Work - Guidance Associates, 41 Washington Avenue
   Pleasantville, New York 10570

LESSON - SCHOOL SUBJECTS AND JOBS

Concepts

1. To help students see what jobs are available with the educational background gained through the various subjects taught in school.

2. To give a brief description of all school subjects to see what they actually consist of.

Activities to develop concepts

1. List all subjects taught in various schools.

    a. Mathematics-Arithmetic, Algebra, Geometry, Trigonometry

    b. Science-Biology, Physiology, Chemistry, Physics, Earth Science

    c. Social Studies-History, Government, Sociology

    d. Language-English, Foreign Language

    e. Industrial Arts-Shop, Woods, Metals, Mechanical Drawing

    f. Home Economics-Sewing, Cooking

    g. Physical Education

    h. Business-Bookkeeping, Data Processing, Typing, Shorthand

2. Invite someone from each department to head discussion on job opportunities and give brief course summary.

3. Show films or filmstrips on possible job opportunities.

Materials

1. Chalkboard

2. Filmstrips

3. Books

    a. Succeeding in the World of Work - McKnight & McKnight, Bloomington, Illinois

    b. Successful Student - Singer SVE, 1345 Diversey Parkway, Chicago, Illinois 60614

    c. Foundations for Occupational Training - Singer SVE, 1345 Diversey Parkway, Chicago, Illinois 60614

    d. Preparing for the World of Work - Guidance 41 Washington Avenue, Pleasantville, New York, 10570

LESSON - HOW WELL DO YOU WRITE

Concept

1. To aid the students to understand that a large part of success in school or on a job depends on one's ability to express himself on paper.

Activities to develop concept

1. Develop a WECEP newspaper.
2. Ask students to write their autobiographies.
3. Students select from a list of titles one topic to use as the title of a non-fiction article.

   Some titles might be:

   a. The Teacher I Like Best
   b. The Subjects I Like Best
   c. My Favorite Sport Figure
   d. How to Live with Brothers and Sisters
   e. My Career Plans
   f. Others

4. Interview someone in a career field. Write the report.
5. Visit the local newspaper to talk with the writers:

   a. ad writers
   b. editorial writers
   c. feature writers

Materials

Films

Learning to Study - Encyclopedia Britannica-Educational Corporation, 425 North Michigan Avenue, Chicago, Illinois 60611

Importance of Making Notes - Coronet Films
65 East South Water Street, Chicago, Illinois

Building an Outline - Cornet Films
65 East South Water Street, Chicago, Illinois

LESSON - DO YOU LISTEN

Concepts

1. To aid the student in understanding that effective listening is a very important way of learning.
2. To aid students in understanding that listening falls into at least 3 major classifications.
    a. appreciative listening
    b. purposeful listening
    c. critical listening

Activities to develop concepts

1. Define each classification of listening and give examples.
2. Play games requiring listening skills.
3. Make a list of things that take place in a classroom that draw attention away from the speaker.
4. Use occupational materials on tapes (no films or filmstrips) and test for listening skills
5. Teachers sometimes over-explain. Try giving directions for assignments just once!

Materials

1. Occupational Tapes (24)
    a. What's It Like? - John Colburn Associates, Inc., Wheeling, Illinois 60090
2. Book
    a. How To Be A Better Student - SRA, 259 East Erie Street, Chicago, Illinois 60611

LESSONS - HOW DO YOU RATE WITH NUMBERS

Concepts

1. One very important reason for working is to earn money to purchase things we need or want.
2. To help students in the understanding that a good mathematics background is essential if we are to be our own money managers.

Activities to develop concepts

1. Invite speakers from loan companies, insurance agencies, banks, business offices, income tax service, etc. to talk about wise use of money.
2. Ask each speaker to use a hypothetical situation and do the mathematics involved.
3. Have students keep a spending/saving record of their earnings. Always check mathematics skills.
4. Plan a party. Purchase items. Justify expenditures of money.
5. Secure blueprints of house plan. Study measurements scale.
6. Measure classroom.
7. List everyday uses of math skills.
8. Play games requiring math skills.
9. Figure sports averages. (baseball batting averages-team averages)
10. Go shopping (via newspaper)
11. Many, many other activities.

Materials

Books:

a. You and Your Money - Steck-Vaughn, P. O. Box 2028, Austin, Texas 78767

b. Where Does the Money Go? - Steck-Vaughn, P.O. Box 2028, Austin, Texas 78767

Newspaper

Games

Tape measure, etc.

LESSON - HOW WELL DO YOU READ

Concepts

1. To develop the understanding that reading and learning are closely related.
2. To understand that being a good reader means developing a variety of skills.
3. To point out a need for changes of attitudes and values toward reading.

Activities to develop concepts

1. To develop the need for reading skills.
    a. Ask students to read directions for
        1. making models
        2. playing games
        3. locating places in city
        4. filling out standard forms
        5. others
    b. Read
        1. charts
        2. maps
        3. graphs
        4. newspapers
        5. pictures

2. Keep Reading Record of books read during year.

3. Using the tape recorder ask each student to read something of his choice. Ask class to discuss the reading characteristics of each individual.

4. Give each student an index card with a direction on it. Ask them to read their cards and perform the task.

5. Visit public library. Have the librarian point out the many types of reading materials available.

6. Teach a unit on reading the newspaper. (Copely Press has a very good unit for this activity.)

7. Administer a reading test. Discuss the test results with students (individually).

Materials

1. Book
    a. You Can Be A Better Reader - SRA, 259 E. Erie Street, Chicago, Illinois 60611
2. Reading Test
3. Newspapers
4. Games
    a. Use any game. Read directions to explain how to play the game to the class.
5. Maps
    a. Secure these from gasoline stations, Driver's License Office, etc.

LESSON - RATE YOURSELF AS A STUDENT

Concepts

1. To understand that no matter how good a student you are now you can become a better student.

2. To understand that learning to study more efficiently can aid in the development of skills, habits, and attitudes that will serve one well later in schools or work.

Activities to develop concepts

1. Complete the checklist of study activities

2. Ask students to make a list of school subjects in order of interest. Discuss why they ranked them in that order.

3. Try memory games

    a. nonsense syllables

    b. related words

    c. items on desk

    d. sentences

    (to prove that you remember those materials that have meaning to you-- something that forms a complete idea)

4. Use index cards to improve memory.

    (question on one side - answer on reverse side)

5. Make a study schedule.

    (use guide with this lesson)

6. Others

Materials

1. checklist of study activities
2. study schedules
3. index cards
4. game materials

Books

1. How to Study - SRA, 259 East Erie Street, Chicago, Illinois 60611
2. Learn How to Study - SRA, 259 East Erie Street Chicago, Illinois 60611

Film Strips

1. Homework: Studying on Your Own - Cornet Films 65 East South Water Street, Chicago, Illinois

STUDY SCHEDULE

TIME	MON.	TUES.	WED.	THURS	FRI.	SAT.	SUN.
7:00 8:00 A.M	Math.						
6:00 6:00 P.M.		Lang. Arts					
7:30 8:30 P.M.			Math	Soc.St.			
8:30 9:00 P.M.				Read			

CHECK LIST OF STUDY ACTIVITIES

	ALWAYS	NEARLY ALWAYS	SOMETIMES	ALMOST NEVER	NEVER
1. I write down my assignments					
2. I keep a time schedule for study					
3. I turn on the radio, TV, or record player while studying					
4. I review what I have learned from time to time					
5. I read my assignments first. Then I go back and study thoroughly					
6. I read simply to find answers to questions					
7. As I read I take notes					
8. I listen to oral presentations in class					
9. I prepare each assignment					
10. I have my work done on time					
11. I have a plan for increasing my vocabulary					
12. I can read maps, charts, graphs, tables, and cartoons					

	ALWAYS	NEARLY ALWAYS	SOMETIMES	ALMOST NEVER	NEVER
13. I know how to use the table of contents, glossary, index, and appendix in my textbooks					
14. I know how to effectively use the library					
15. I make use of encyclopedias					
16. I read one book (fiction or non-fiction) a week					
17. I can use the dictionary					
18. I can alphabetize correctly					
19. I use materials other than charts to do my assignments					
20. I prepare for examinations					
21. I know how to take tests					
22. I keep will organized notebooks					
23. I follow directions in preparing written work					

Ask students to complete the chart (Perhaps your students would like to add other items to this list.) Evaluate, on an individual basis, the checks on the chart with relation to success or failure in school

LESSON - CITIZENSHIP, LAW, AND YOUTH

Concepts

1 To attempt to tie together the concepts of law and citizenship.

2 To learn the responsibilities of a good citizen.

3. To discover the rights of citizens under our constitution

4. To assist students in their relations with members of their families.

5. To learn basic laws that they may come in conflict with.

6. To study procedures of juvenile courts.

Activities to develop concepts

1. Visit to police station and county courts.

2. Visitation of probation officers and/or judges.

3. Guests from different cultures to explain various family groups.

Materials

1. Books

   a. "Youth and the Law" - Houghton Mifflin Co., Geneva, Illinois

   b. "Justice in Urban America" - Houghton Mifflin Co., Geneva, Illinois

HOW TO GET A JOB

LESSON - JOB SOURCES

Concepts

1. To acquaint boys and girls with the sources of job openings.
2. To develop an understanding of the means of gaining employment.

Activities for developing concepts

1. Visit employment agencies (private-state).
2. Visit by a personnel officer from industry and/or business.
3. Write letters of application.
4. List sources of employers.
    a. Friends
    b. Family
    c. Newspaper ads
    d. Employment service
    e. Others
5. Start a personal file or folder.
6. Study want-ads in newspaper.

Materials

1. Sample letters of application.
2. Newspapers (want-ad section).

PARTS OF A LETTER

Heading ____________________

____________________ Inside address

__________ Salutation

Body of letter

Complimentary closing ____________________

Signature ____________________

__________ Enclosure

Russel Fjeldheim
640 Murray Lane
DesPlaines, Illinois 60016
593-0969

Dear Mr. Johnson:

I saw your ad in the paper about a job as a mechanic. I have done this kind of work all my life. If the job is open, let me know.

With this letter I have a resume.

Yours truly,

Russell Fjeldheim

Ron Schubert
310 West Ambleside
Des Plaines, Illinois 60016
Phone: 824-6663

J. V. Doehren Company
110 Gordon Road
Elk Grove Village, Illinois

Dear Sir:

I saw your want ad in the paper asking for a person who could fill your requirements. I think I am the person to do just that.

Inside this envelope I have sent a resume for you to look over.

If you think that I am qualified for the job, would you please contact me at my home between 9:00 a.m. and 5:00p.m.

Thank you for reading my letter. I am looking for summer employment with you.

Sincerely,

Ron Schubert

Aaron Sanders
762 Dempster
Mt. Porspect, Illinois 60056
437-6273

Berkey Photo Service
44 Rand Road
Des Plaines, Illinois

Dear Sir:

In regard to your help wanted ad in the newspaper I am writing this letter of application.

Attached to the back is a resume of my personal, school and work history. It also contains several personal references.

As you will see on the resume, I have photographic experience and I would like to make a career out of it.

I hope you will consider my application carefully. You can contact me at the number above after 6:00 p.m.

Sincerely,

Aaron Sanders

Dennis Jackson
1305 Cottonwood
Mt. Prospect, Illinois
439-6188

Dear Sir:

I am greatly interested in becoming an employee at your place of business. I have been interested in guns for a long time. I hope you seriously consider my application.

Thank you,

Dennis Jackson

Daniel L. Cordingley
344 Millers Road
Des Plaines, Illinois 60016

Dear Sir:

I read your ad in the paper and I think I would be interested in the job as an electrical engineer. I don't have any experience in the field except for what I do at home. I took a course in electronics and I have a very good understanding of the field. I would like to get experience in the field. I hope you would consider my application.

Sincerely yours,

Daniel L. Cordingley

420 Madison Street
Joliet, Illinois 60435
January 13, 1971

Personnel Manager
Caterpillar Tractor Company
Route 6
Joliet, Illinois 60436

Dear Sir:

I wish to apply for a position with your company as an accountant.

I have completed my work at the University of Texas and will receive my degree on February 7, 1971.

I have worked as a carry-out boy in a super-mart, newspaper delivery boy, a stock boy for Sears, Roebuck & Company. I worked as a bus boy in several restaurants while attending the university.

Mr. Robert Miller of Sears, Roebuck & Company, Joliet, Illinois has kindly allowed me to use his name as a reference. If additional names are desired or letters of reference are required I will be happy to secure them.

I feel that I am capable of performing at a very high level. I would appreciate an opportunity to talk with you about job possibilities at your plant.

Sincerely,

William Morris

STUDYING WANT-ADS

Below are six Help Wanted ads, from A to F. At the bottom of this page, you'll find a list of the complete words that match the abbreviations. You will also find some questions. Next to the correct complete word or question, write the letter of the ad in which the abbreviation appears--or which answers the question.

A. Auto mechanic, full or part time. Expd with tools. $90 up. Call JK 6-8765.

B. Boy, hosp X-ray files trne, will be taught to check/read x-rays. $66, oppty for advnc. Crane Agency, 409 Hyde St.

C. Stock Clerks, $60-72. Trainees. HSG"s. No exp nec Apply in person. Acme Drug 717 North Main St.

D. Young man, driver lic. deliver to suppermkts, to $100. Knl city. Car furn. Merchant's Supply co., 96 Fifth Ave.

E. Waitress, meals, $55 + excl tips. Call LM 9-5479. Ask for Mr. Dean.

F. Supermrkt trne. No exp nec. Exc oppty to become driver. Driver lic. $55 to start. Come to Superior Market, 421 Central.

____1. advancement
____2. driver's license
____3. excellent
____4. experienced
____5. furnished
____6. high school graduate
____7. hospital
____8. knowledge
____9. opportunity
____10. no experience necessary
____11. supermarkets
____12. trainee
____13. Which ads tell you to apply in person?
____14. Which ads tell you to apply by telephone?
____15. Which ad is placed by an employment agency?

WHEN YOU ANSWER A WANT AD BY PHONE

REMEMBER TO:

1. Talk to the person named in the ad.
2. Tell him what you are calling about.
3. Answer his questions about your background and experience.
4. Find out what you need to know about the job? Where is the business located? What are the hours? What work will you be doing? What is the pay?
5. Be sure you get the address and the name of the person you are supposed to see. Write it down so you won't forget. Have a paper and pencil ready before you call.
6. Find out when you should go there.

Part-time work in drugstore. Sales, some stock work. After school and Saturdays. Call Mr. Harris, CL 4-0322

Do you want this job?

Ann Ryan did. Ann called the number in the ad.

In the conversation below, Ann followed the rules for answering a want ad by telephone. On the lines at the right of her conversation, write in the rule that she followed.

Voice: Harris Drugstore. May I help you?

Ann: I'd like to talk to Mr. Harris, please. ____

Mr. Harris: This is Mr. Harris speaking.

Ann: Mr. Harris, this is Ann Ryan. I'm calling about the part-time job you advertised in the Times. ____

Mr. Harris: Oh, yes. Are you attending school?

Ann: Yes: I am. I'm a senior at Tompkins High. ____

Mr. Harris: Any working experience?

Ann: Just baby-sitting. But I need a job and I am willing to work hard. ____

Mr. Harris: Well, this job goes from 5:00 to 7:00 on weekdays, and 10:00 to 4:00 on Saturdays. Can you work these hours? I need someone who will be reliable and come every day.

Ann: Those hours would be all right, Mr. Harris. What would I be doing on this job? ____

Mr. Harris: Selling drugs and cosmetics, and also restocking the shelves when you have time. No heavy work.

Ann: Fine. And what is the salary, please? ____

Mr. Harris: $1.35 an hour. Are you interested?

Ann: I certainly am. May I come down and see you about it? Where is your store located? ____

Mr. Harris: At the corner of Fifth and Elm. Can you come down about 5:00 o'clock?

Ann (writing down name, address, and time): Harris Drugs, Fifth and Elm, 5:00 o'clock. Thank you, Mr. Harris, I'll be there on time! ____

EXTENDED WORD STUDY

A. Match each word on the left with its synonym on the right. Place the number of the word in the space before the synonym of your choice.

1. hires ___offered   6. abbreviations ___part
2. employees ___abilities   7. beginning ___workers
3. guidance ___continual   8. valuable ___useful
4. skills ___employs   9. provided ___short forms
5. full-time ___starting   10. section ___advice

B. Put one of the following words in the blank in each sentence.

hires guidance abbreviations full-time provided
employees skills beginning valuable section

1. The ______________employee often gets his first job through a state employment agency.
2. A good idea is to look for a job which interests you in the want-ads ______________of your daily newspaper.
3. A job couselor tries to discover the ______________which you have.
4. Employers use ______________for words in want-ads because space in a newspaper costs money.
5. The job ______________many opportunities for advancement.
6. The business needed many new ______________because it was growing.
7. An employer ______________workers.
8. No one can work ______________when he is supposed to be in school.
9. Bill received ______________from his counselor.
10. The boy's ability to speak Spanish was ______________to his employer.

LESSON - THE JOB INTERVIEW

Concept

1. To develop an awareness of the importance of the job interview in the total employment picture.

2. To develop interview techniques.

3. To develop an understanding of the importance of personal appearance in the job interview.

4. To develop techniques for interviewing by telephone.

5. To understand how to follow up a job interview.

Activities for developing concepts

1. Writing and answering by letter and/or telephone job want ads.

2. Role playing (record for later use)

   a. telephone interview

   b. personal interview

3. Word study

   a. reference

   b. resume'

   c. experience

   d. employer

   e. salary

   f. apprenticeship

4. Films on job interviews and filmstrip

5. Tapes on job interviews

Materials

1. Film
    a. Your Job: Applying For It - Coronet Films, 65 East South Water Avenue, Chicago, Illinois

2. Filmstrips
    a. Your Job Interview - Guidance Associates, 41 Washington Avenue, Pleasantville, Mew York

3. Tape recordings
    a. What's It Like - Knowledge Aid, 6633 West Howard Street, Niles, Illinois 60648

4. Tape recorder

5. Booklets
    a. How To Sell Yourself to An Employer - New York State Employment Service, New York Department of Labor, 370 Seventh Avenue, New York, N.Y. 10010
    b. A Job for You - Chapter 6, Phyllis Dubnik, Slick-Vaughn Company, Austin, Texas
    c. How to Get the Job - pp.22-26, Mitchell Dreese, Science Research Associates, 259 East Erie Street, Chicago, Illinois 60611
    d. How to Get A Job and Keep It - Unit 4, Dorothy Goble, Steck-Vaughn Company, Austin, Texas

LESSON - EMPLOYER EXPECTATIONS

Concept

1. To help students understand that they are members of an employer-employee team and that employers expect more from their workers than good job performance.

Activities to develop concepts

1. Use film and film strips to introduce lesson.
2. Write definitions to the following words.
    a. perseverance
    b. initiative
    c. courtesy
    d. promptness
    e. ambition
    f. cooperation
    g. absence
    h. attendance
    i. punctuality
    j. sarcasm
    k. obstinate
    l. conceit
3. Role Play
    a. Learn how to take introductions properly
    b. Employer-employee situation when employee comes in late for work

c. You've been on the job one week and you complain about a co-worker to your boss

d. Others

Materials

1. Provide word lists to students

2. Books

    a. Being on Time - McGraw-Hill, 1221 Avenue of the Americas, New York, New York

    b. Doing Your Best - McGraw-Hill, 1221 Avenue of the Americas, New York, New York

    c. Getting Along with Others - SRA, 259 East Erie Street, Chicago, Illinois 60611

3. Film

    You and Your Boss - Coronet Films, 65 East South Water Street, Chicago, Illinois

4. Film Strips

    Getting and Keeping Your First Job - Guidance Associates, 41 Washington Avenue, Pleasantville, New York 10570

VOCABULARY

Student Work Sheet

Write definitions to the following terms:

TERM	DEFINITION
1. perseverance	
2. initiative	
3. courtesy	
4. promptness	
5. ambition	
6. cooperation	
7. absence	
8. attendance	
9. punctuality	
10. sarcasm	
11. obstinate	
12. conceit	

LESSON - WORKER ATTITUDES

Concepts

1. To develop an understanding of how our attitudes affect our work relationships - our school relationships.

2. To understand that attitudes are learned.

3. To understand that attitudes are the determinants of how one acts in certain situations.

Activities for developing concepts.

1. Group discussion

    a. What are attitudes.

    b. How can attitudes affect our lives.

    c. How can attitudes be changed.

    d. Our attitudes toward school, teachers, parents, duties and obligations, self.

2. Picture reading. (see cartoons following this outline).

    a. Discuss what each worker is doing and how his actions will affect his job relationships.

    b. Ask students to draw pictures/cartoons showing other situations.

    c. Discuss what constitutes good worker characteristics.

    d. Discuss poor worker characteristics.

3. Role Playing.

4. Dramatization.

5. Unfinished stories.

Materials

1. Pictures/cartoons

   (make transparencies of the cartoons)

2. Filmstrips

   a. Job Attitudes: Trouble At Work - Guidance Associates, 41 Washington Avenue, Pleasantville, New York 10570

   b. Job Attitudes: Liking Your Job and Your Life - Guidance Associates, 41 Washington Avenue, Pleasantville, New York 10570

3. Dictionary (definition of terms)

   a. initiative

   b. dishonesty

   c. ambition

   d. courtesy

   e. irresponsibility

   f. others - determined by needs as lesson develops

WHAT EMPLOYERS LOOK FOR IN EMPLOYEE

Define each term in your own words. Ask your employer to define these words in his terms

1. Ability ______________________________

____

2. Dependability ______________________________

____

3. Initiative ______________________________

____

4. Reliability ______________________________

____

5. Good Attendance ______________________________

____

6. Efficiency ______________________________

____

7. Loyalty ______________________________

____

8. Cheerfulness ______________________________

____

9. Helpfulness ______________________________

____

10. Unselfishness ____________________

11. Perseverance ____________________

Remington Rand Corporation's list of desirable personality traits

12. Enthusiastic ____________________

13. Sincere ____________________

14. Tactful ____________________

15. Confident ____________________

16. Sociable ____________________

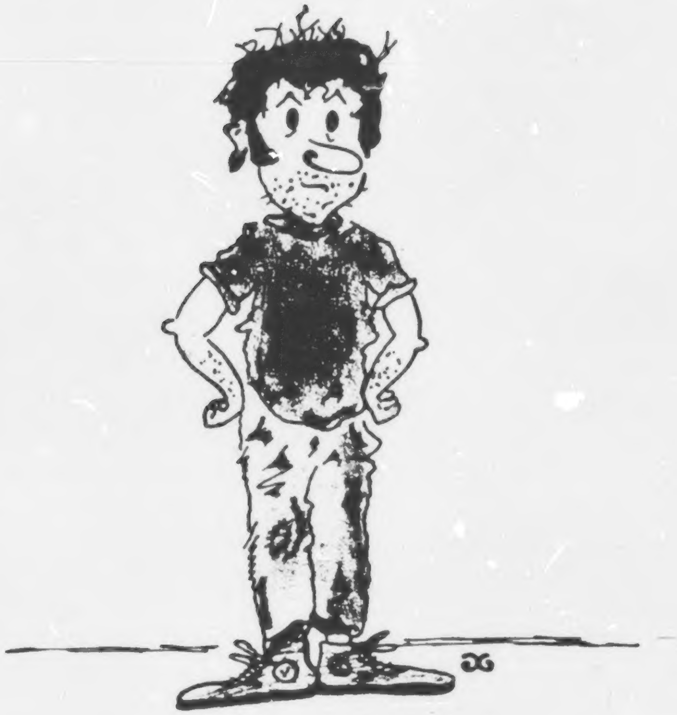
17. Cheerful ____________________

18. Determined ____________________

19. Ambition ____________________

IDENTIFICATION OF CARTOONS

1. Personal Appearance - Careless
2. Personal Appearance - Neat
3. Staying too long at interview
4. Arriving at work late
5. Arriving at work on time
6. Cooperation - Poor
7. Cooperation - Good
8. Lazy Worker
9. Too much break time
10. Quality of work - Poor
11. Quality of work - Good
12. Too friendly with boss
13. Customer contacts
14. Dependability - Stealing
15. Savings
16. Arguing with the boss



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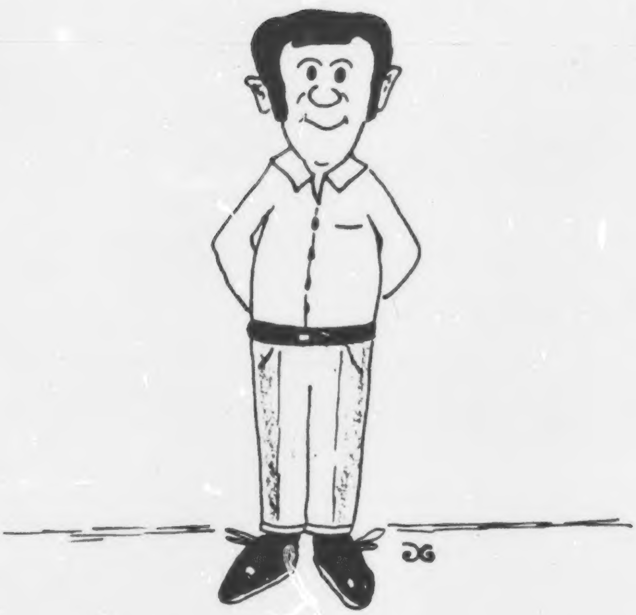

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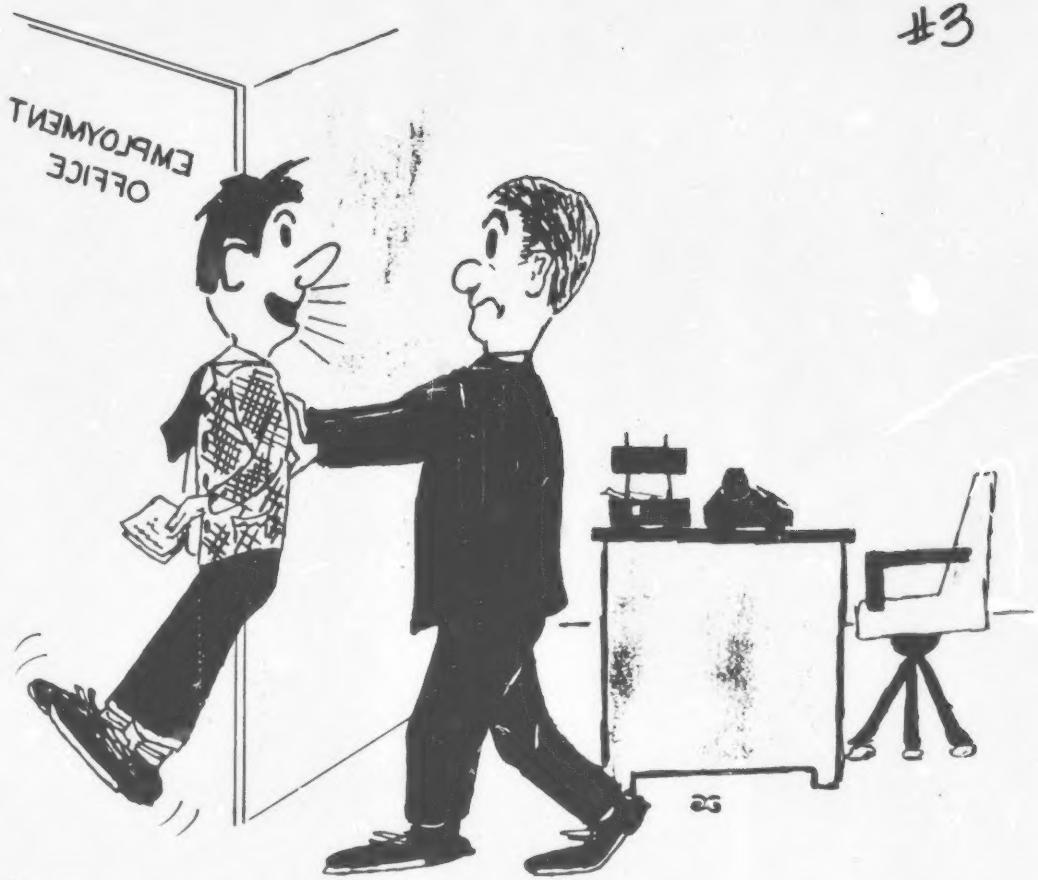
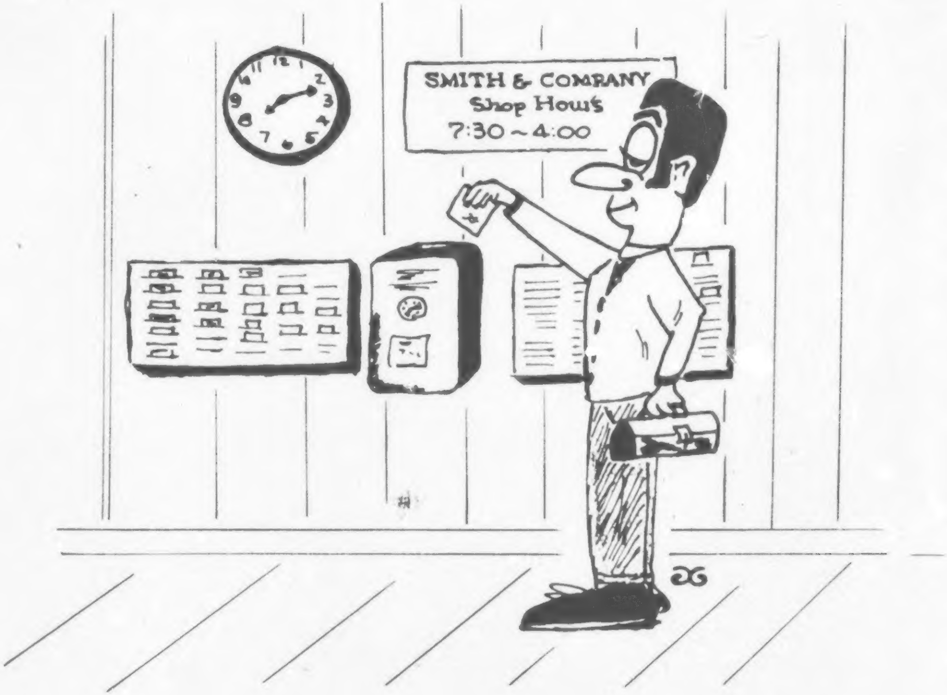
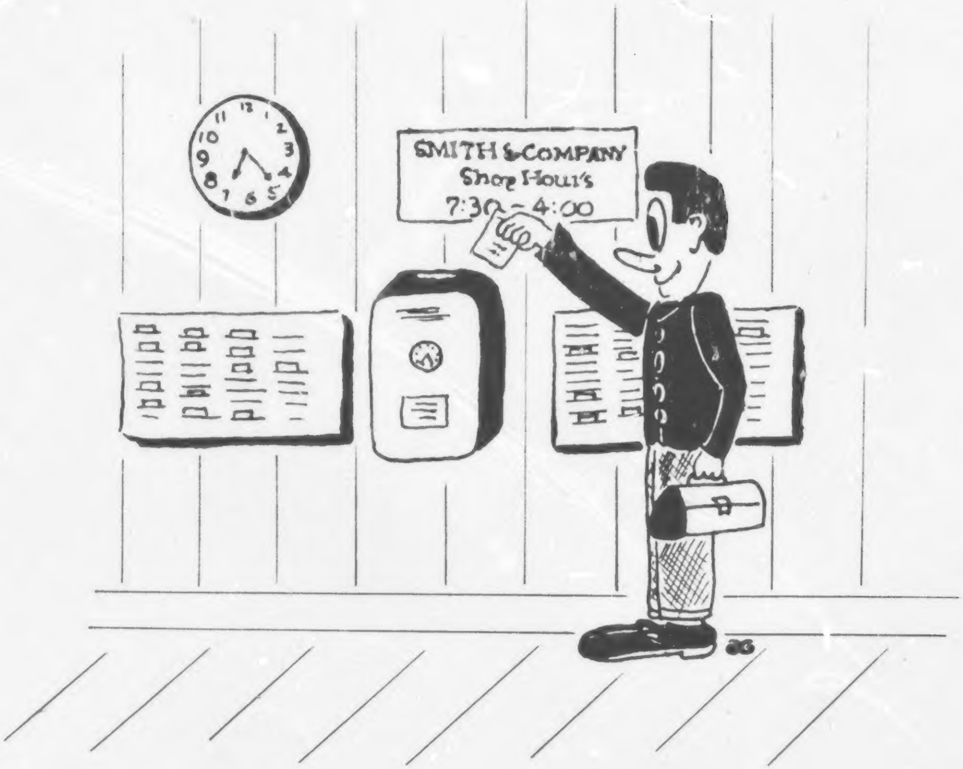

EMPLOYMENT
OFFICE


SMITH & COMPANY
Shop Hours
7:30 ~ 4:00

#4


SMITH & COMPANY
Shop Hour's
7:30 - 4:00

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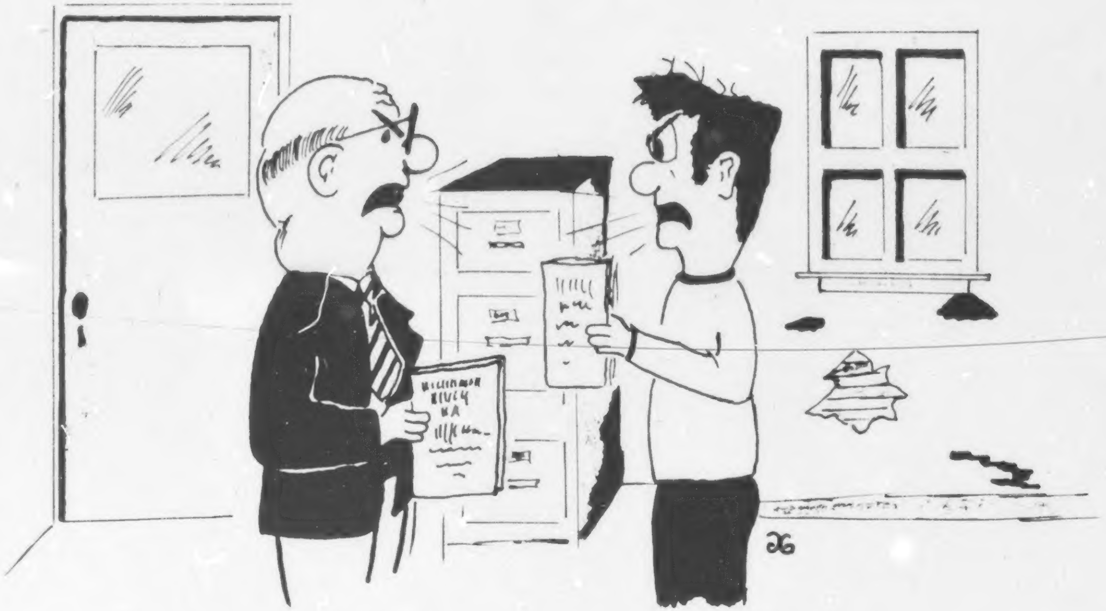

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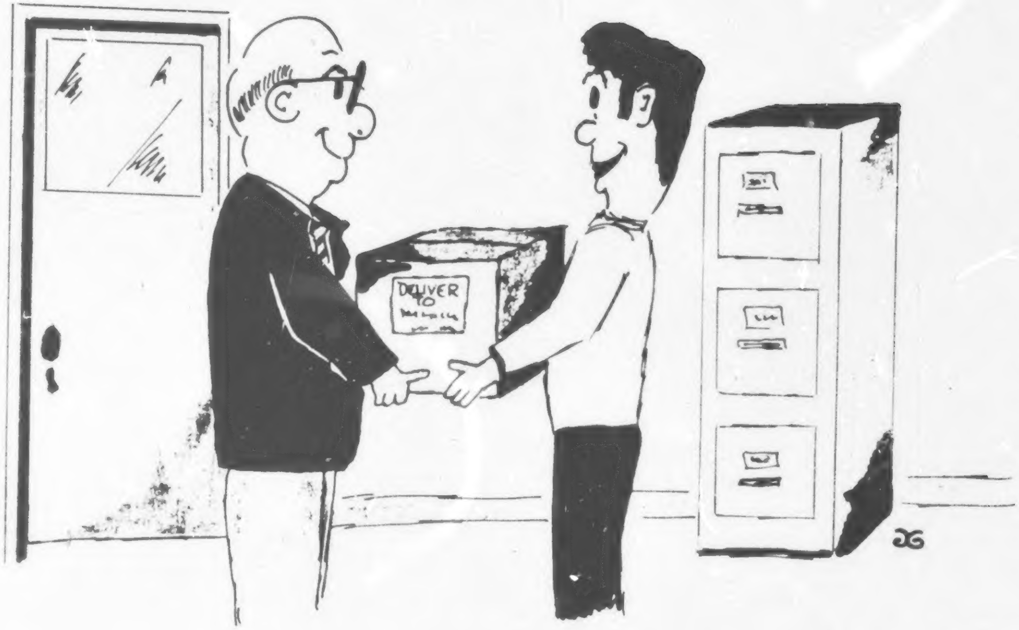

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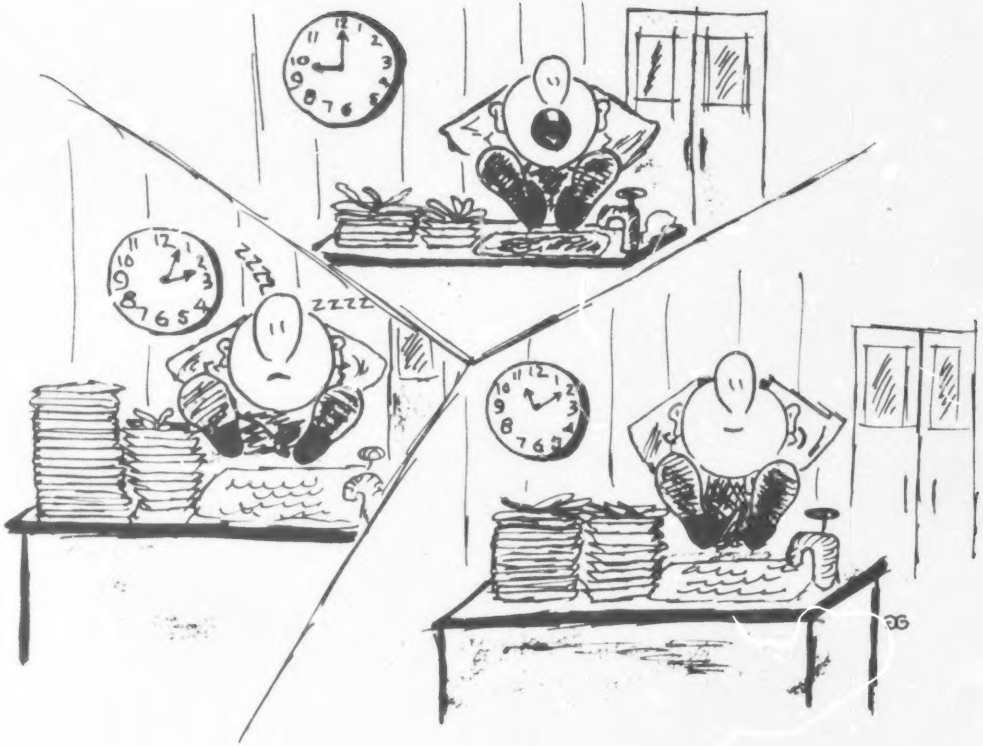

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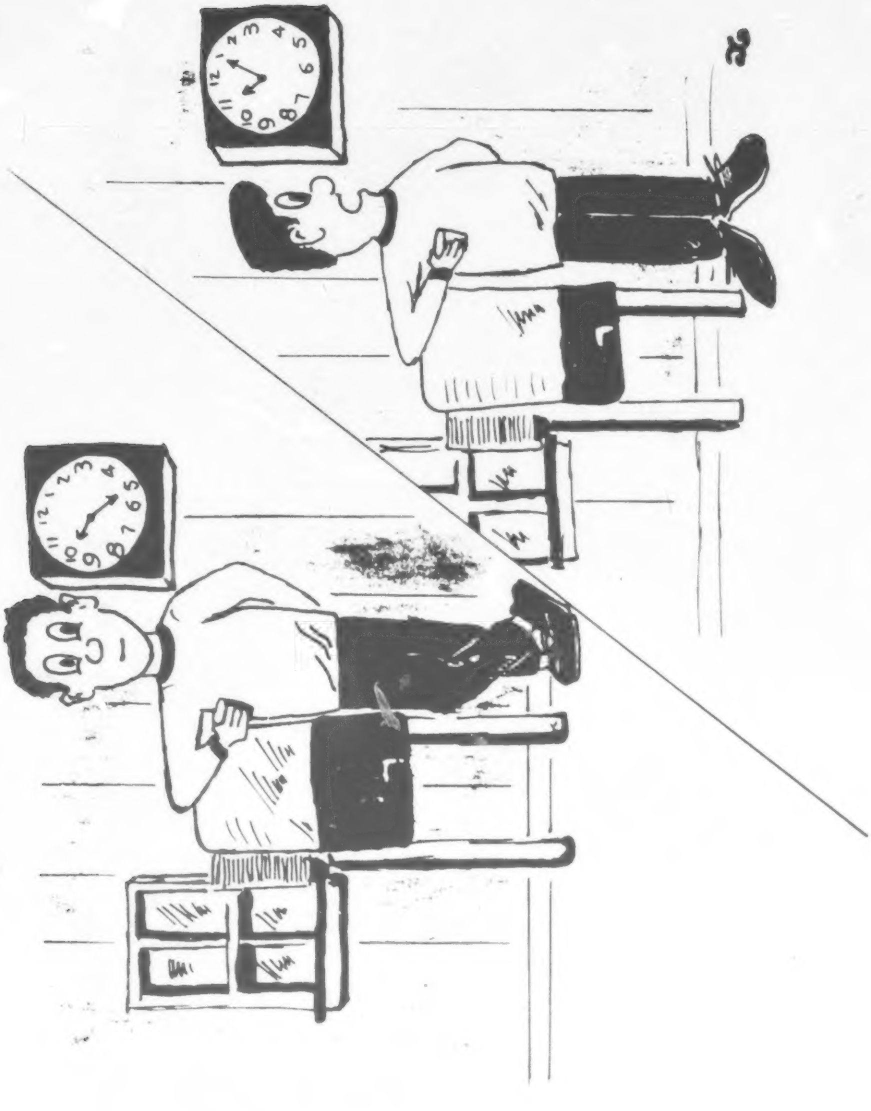
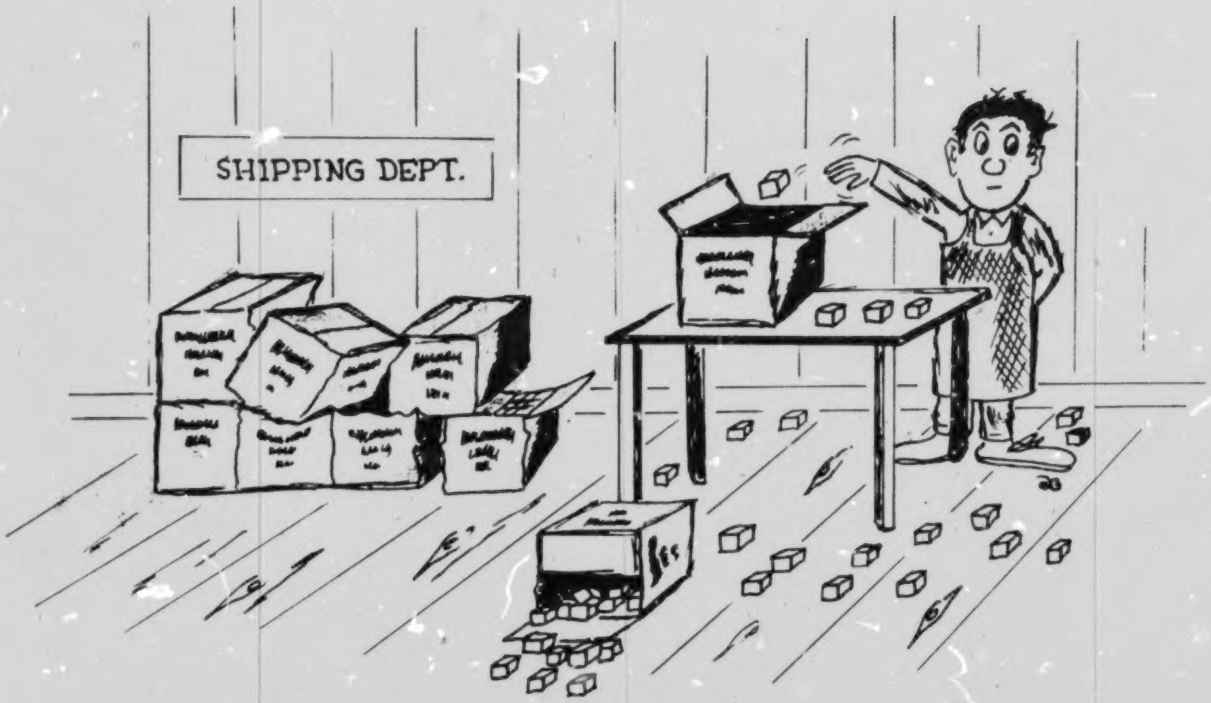
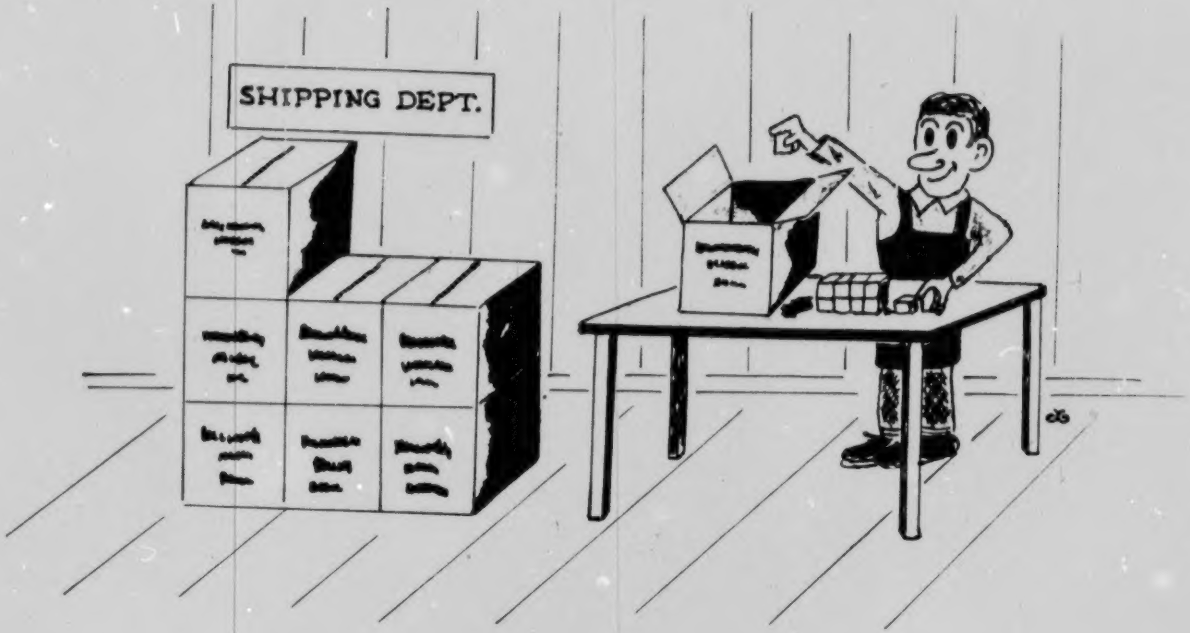



SHIPPING DEPT.

#10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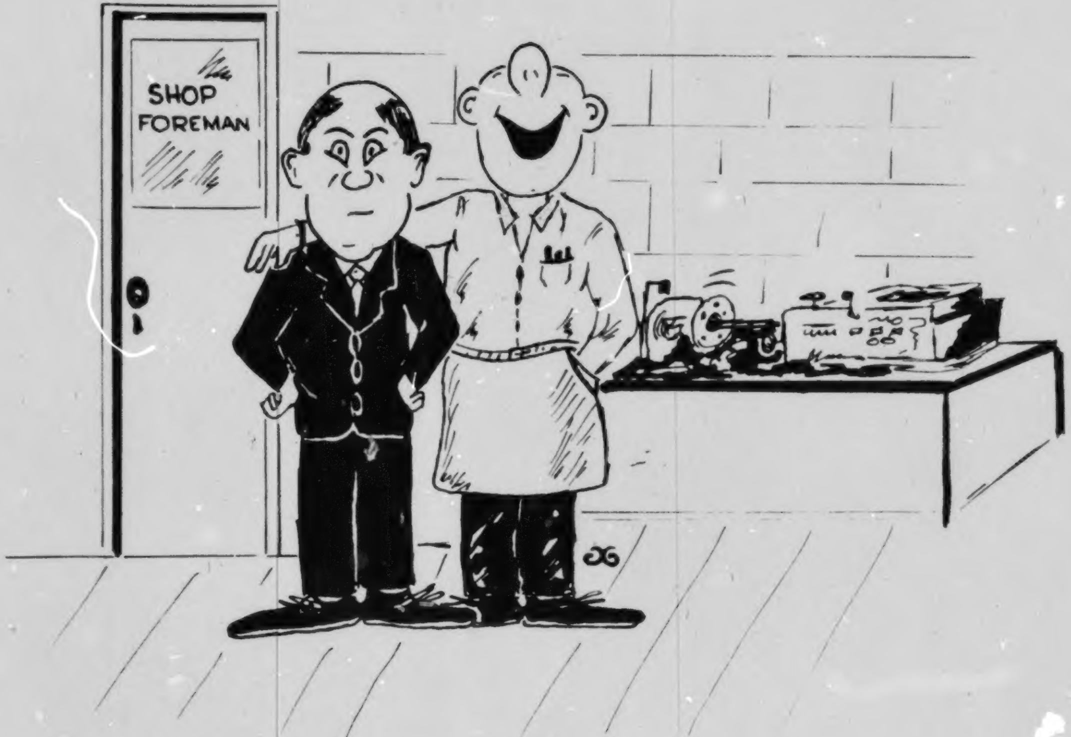
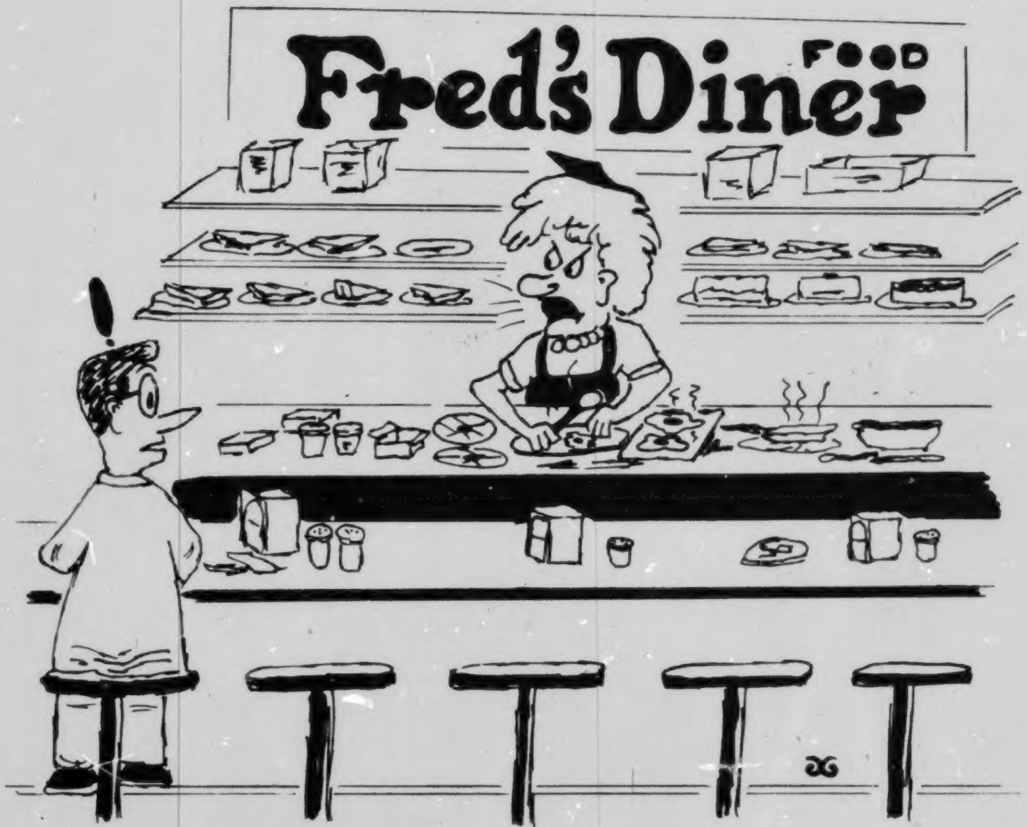
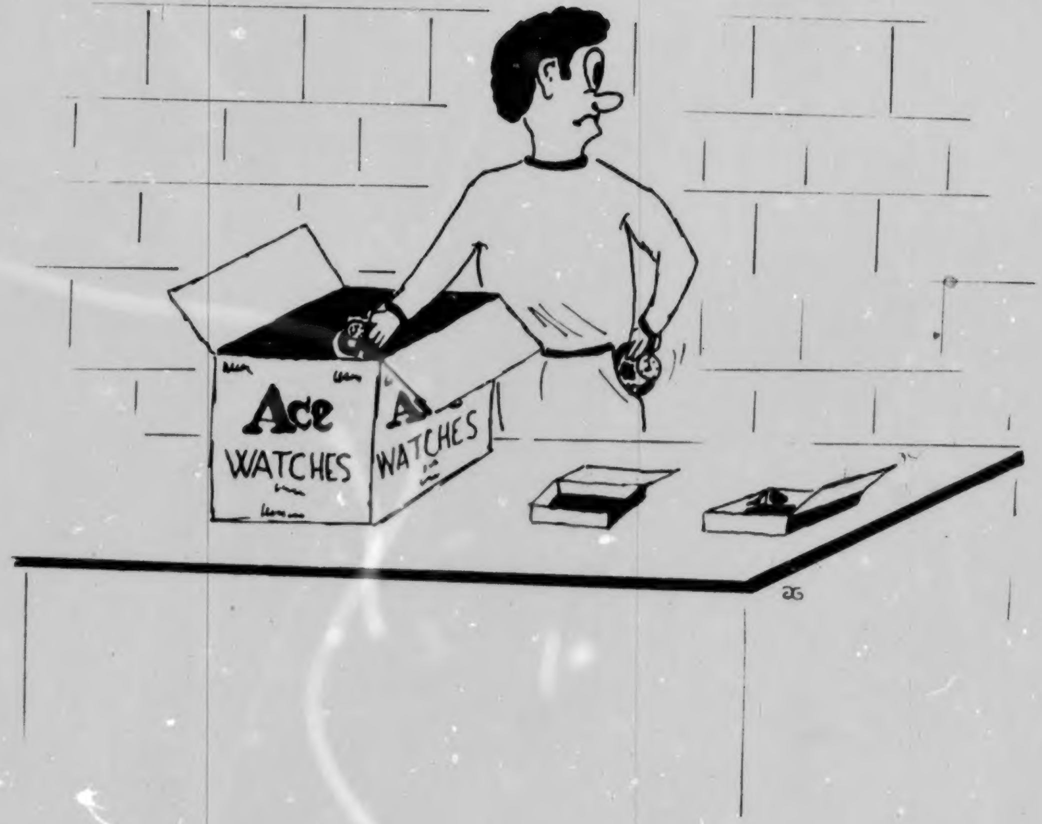

SHOP
FOREMAN

#12


Fred's Diner
FOOD
!

#13


Ace
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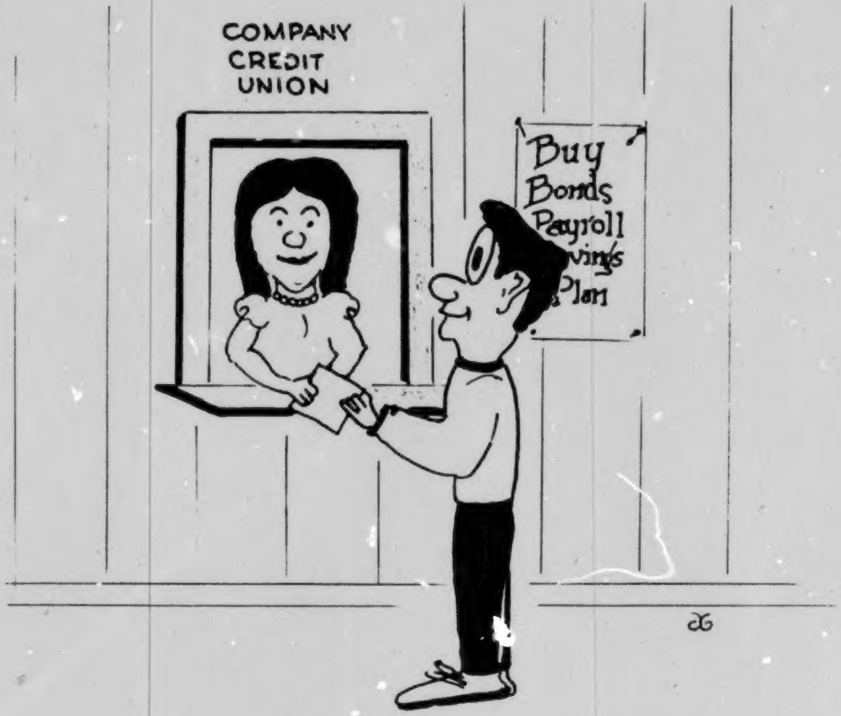
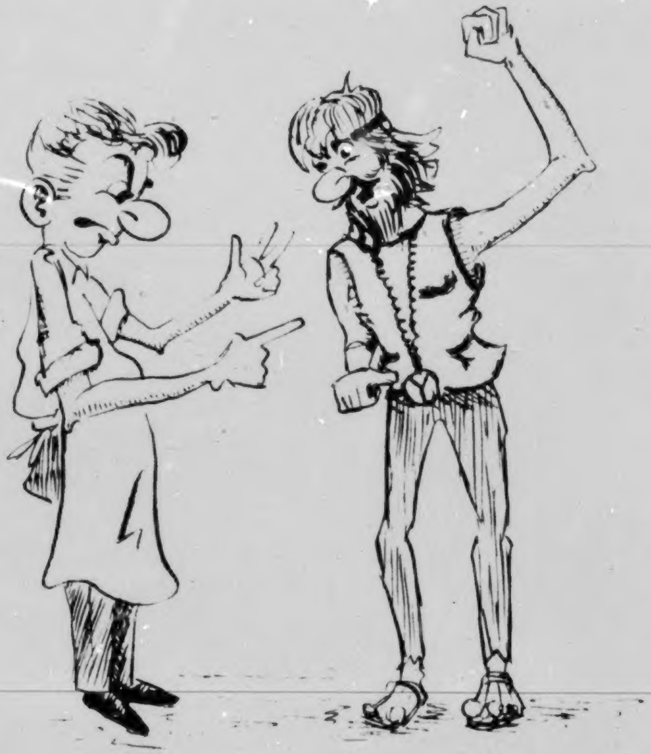
#14


COMPANY
CREDIT
UNION
Buy
Bonds
Payroll
vings
Plan

#15



LESSON - FILLING OUT STANDARD FORMS

Concepts

1. To understand that people sometimes fail to get a job because of improperly completed application forms.
2. To develop an understanding of the importance of neatness and accuracy in filling out standard forms.
3. To understand that every time you fill out an application form, insurance form, checks and others you have an opportunity to sell yourself.

Activities to develop concepts

1. Teach vocabulary used on forms.
    a. Marital status
    b. Social Security
    c. References
    d. Previous address
    e. Occupations
    f. Employer
    g. Permanent address
    h. Dependents
    i. Physical defects
    j. Emergency
    k. Signature
    l. Others
2. List tips on filling out forms.

- a. Follow directions

  ex. PRINT name
  use pen
  check proper box

- b. Be neat
- c. Be accurate
- d. Print or write carefully--not too small--not too large
- e. Watch spelling
- f. Read form completely before filling any blanks
- g. Others

3. Study various kinds of forms (hand outs, transparancies).
4. Fill forms
5. Field trips
   - a. Bank
   - b. IRS office
   - c. Social Security office

Materials

1. Forms - forms - forms
   - a. Checks and deposit slips
   - b. Social Security
   - c. Income tax
   - d. Application and Personal Data Forms
   - e. Enrollment

FIRST AID

There is an excellent First Aid course developed by the Behavioral Engineering Associates, Inc. of Los Altos, California.

It can be taught by an individual who completes an orientation course conducted by a Red Cross instructor-trainer.

There are four texts provided for each student which are 'self-instructional' allowing each student to progress at his own rate throughout the programmed lessons.

Practice Sessions -- the teacher-led sessions are conducted in:

1. The control of bleeding
2. Bandaging
3. Artificial respiration
4. Immobilization of broken bones
5. Rescue

There are 36 instructional charts which visually show the proper techniques.

To enhance student involvment, there are individual record charts for each student's progress. Students who successfully complete all aspects of the entire course are presented with a Basic First Aid Certificate (issued by the authorized teacher).

LESSON - FIRST AID

Concepts

1. To develop understandings of First Aid techniques.
2. To develop understandings of values of First Aid knowledge in the world of work.

Activities to develop concepts

1. Discuss ways in which students could use First Aid in their lives
    a. at home
    b. driving
    c. at school
    d. at work
2. Have a representative from your local Red Cross Chapter come and introduce the functions of the American Red Cross.
3. Any qualified person holding a First Aid Certificate may come and present any portion of the material for added emphasis. (i.e., your local fire department has a dummy model (Ressa-Anne) used for instruction in artificial respiration; have them come and demonstrate).
4. Solicit people from the community -- firemen, policement, YMCA people, nurses, doctors, etc., and have them tell how they've used First Aid in conjunction with their work. (This is an excellent time to have them also tell about their professions -- how they got started, why they like their jobs, etc.)

Materials

1.

Self-instructional texts	$2.95 set
Instructional Charts (36)	8.50
Basic First Aid Answer Sheet for Broken Bones Lesson	.10

Midwestern Area, American Red Corss
4050 Lindell Boulevard
St. Louis, Mo. 63108

or

Your local Red Cross Chapter

2. The Red Cross has many other materials which are interesting and beneficial for students.
   a. Small wallet sized cards on Rescue Breathing
   b. Small booklet on What is First Aid
   c. Free films for use in the classroom
   d. Other booklets on health and safety (i.e. "Drugs and their Abuse")
3. Other sources for more information: (write directly to each source for specific information for your needs)
   a. Insurance Companies
   b. American Medical Association
   c. National Safety Council

LESSON - OCCUPATIONAL SAFETY

Concepts

1. School accident problems in industrial education are essentially the same as those of industry.
2. Since many school and industrial environments are the same, the utilization of common principles of accident prevention programs and elements is a reasonable practice.

Activities to develop concepts

1. Do a study, for discussion purposes, on the causes of occupational accidents. Place emphasis on unsafe physical conditions and unsafe personal acts.
2. Prepare lists showing how the following points may contribute toward safe practices:
    a. Physical plant
    b. Storage and handling
    c. Machine guarding
    d. Tools
    e. Special hazards
    f. Fire prevention and protection
    g. Personal protective equipment
    h. Environmental Control
3. Investigate the area of off-the-job accidents.
4. Investigate the area of farm accidents.
5. Investigate Military Safety because the Armed Forces is one of the largest employers in the nation.

6. Make a study of safety in industrial education with special concentration in the following areas.

   A. Safety programs

   B. Inspections

   C. Instruction

   D. Accident record system

Materials

1. Safety officers or directors of your local industries, stores, and other places of employment.

2. Local fire departments

3. Local Civil Defense director and safety equipment

4. All audio and visual materials of the local concerns plus safety materials of local libraries.

LESSON - DETAILED STUDY OF SAFETY EQUIPMENT

Concept

1. To show how safety equipment, properly used, can help in the reduction of occupational accidents and production lags.

Activities to develop concept

1. Safety guards on machines such as saws, gears, belts, wheels etc.
2. Safety clothing
    - a. helmets
    - b. masks
    - c. goggles
    - d. heat resisting gloves and leggings
    - e. safety shoes
3. Improved lighting as a safety factor.
4. Exhaust systems.
5. "Good Housekeeping" as an accident prevention in industrial situations.
6. Safety instruction courses offered in factories.
7. Resource person from industries to speak to the students in the classroom.

Materials

1. Safety equipment displays

2. Field trips to industrial areas
3. Demonstrations of equipment under actual or simulated conditions.
4. Available free movies on hazards of not using safety equipment.
5. Local safety directors speaking in classroom
6. Workers speaking in classroom --- particularly those who have been spared serious injury because of the proper use of safety equipment.
7. Contest featuring cartoon type safety poster.

LABOR UNIONS

The united States has a working force of about 69 million workers. WECEP students are part of this working force. A number of these students are likely to come into direct contact with organized labor. Some of them will have to join a union. This unit has been developed so that WECEP students will have some knowledge of unions, their history, their leaders, and some of the things that they stand for.

LESSON - LABOR UNIONS

Concepts

1. To understand what conditions brought about the need for organized labor in the United States.
2. To understand how unions are organized.
3. To understand the aims and objectives of the union groups.
4. To learn how a union goes about getting what it wants from the employer.
5. To become acquainted with labor legislation and labor leaders.

Activities to develop concepts

1. Talk to local union leaders. Try to get answers to the following questions:
    a. What does it cost to join a union?
    b. How much are the dues and how are they collected?
    c. Does the union hold regular meetings?
    d. What does the union do for its members.
2. Read newspapers to find articles about union activities.
3. Debate
    a. All workers should be compelled to join a union.

b. Unions must be controlled by acts of government.

c. Others

4. Ask a local union to permit the students to attend a meeting.

5. Vocabulary

Write definitions for the following terms:

	TERM	DEFINITION
1.	trade union	
2.	American Federation of Labor	
3.	Congress of Industrial Organization	
4.	fringe benefits	
5.	closed shop	
6.	union shop	
7.	boycott	
8.	strike	
9.	Taft-Hartley Act	
10.	shop steward	
11.	bargaining agent	
12.	picket line	
13.	no-raiding pact	
14.	seniority	
15.	open shop	

    16. contract negotiations
    17. grievance
    18. arbitration
    19. contract
    20. labor-management relations

6. Identify these people:
    1. Samuel Gompers
    2. Walter Reuther
    3. George Meaney
    4. John L. Lewis
    5. James Hoffa

Materials

1. Austin, Aleine, *The Labor Story* New York: Howard-McCann
2. Dulles, Foster, *Labor in America, A History*: New York: Crowell Company
3. Goldbert, Arthur, *AFL-CIO Labors Unites*. New York: McGraw-Hill Company.
4. Pamphlets, leaflets, books from unions (may be obtained locally, usually in class quantity)

CAREER FIELDS

STUDY OF CAREERS

The problem of sound career planning is one of increasing complications that face the students, as well as the parents. The number of possible occupational endeavors open to youth, as well as the identification of appropriate potential for skills represent two vital aspects of vocational guidance. Unfortunately, the process of assisting boys and girls with problems of the proper choice of a career is not at all simple, and often requires not only the competency of a well-qualified professional counselor, but the intelligent use of accurate sources of occupational information. Constant research is being conducted on the influence of such little known factors as motivation, temperament, and attitudes on the career preferences of youth.

We realize that our students will not be going into a vocation or a career for a number of years. However, we would like the students to begin thinking about what they would like to do. We find the voting age has been lowered and more young adults are entering the working world. Now is the time to begin the study of careers.

INTRODUCTION TO CAREERS

Student Sheet

Upon entering high school, you have the first opportunity to select classes of your own choice. Choosing classes from a broad range of subjects will offer a challenge and fun if you are looking at it on a broad perspective. But a word of warning - there is an important relationship between the high school courses you choose and your future educational and occupational level. What classes you choose in high school will determine your probability of going to college or in choosing a vocation.

Why are your high school course choices so vital to your vocational development? Because so much of your future freedom to choose the preparation and training you will need for your career depends upon it.

It makes a big difference whether you pick the college preparatory or business and vocational curriculum. In the college preparatory curriculum you will receive information from, and encouragement by teachers about colleges. You will receive instruction aimed at preparing you for more formal education. In the business and vocational curriculum, you will receive training in more specific on-the-job skills to help you go to work successfully, but little encouragement to go to college. Your teachers will assume that you plan to go to work after graduating from high school and will encourage you in job-seeking and job-finding skills.

While there are many ways to achieve your goals in life, the most satisfying ones will be those which allow you to use the greatest number of your abilities, aptitudes, and interests. To find out what these are, let's focus on you.

Ever since you were born you have been exploring your family and the world around you. You have tried doing what others do and what they tell you to do and by now you should know which things you can do well and where you are weak. You have listened as parents and friends suggested things for you to try and, after trying them, have decided whether they interest you or not and which you can do better than others. You have tried acting like people you admire to see if you can be like them, and you may have found where the role fits and where it doesn't.

Your family and friends have gone through this process ahead of you, have probably set goals, expectations, and convictions for themselves which you recognize; you can ask yourself if theirs are the standards of performance, behavior, and occupations to which you aspire.

Your community may have made a number of experiences available for your exploration - swimming, dancing, art, music, a library, a hospital, recreation of several kinds, scouting. You have tried a number of activities and have some ideas of what interests you, and where you are most capable. Every thing that has happened to you or around you is a gold mine of information about what kind of a person you are at this time, but it will remain vague and cloudy if you don't organize it so as to bring the details into sight.

Interests are a good indication of the things which should be included in your vocations. However, some of these are superficial, enthusiastic at the time but not lasting, i.e. interests in current styles, the latest fad, the right beat, a newly discovered hobby. Real interests often have not developed at the high school age. You can't very well show interest for something you haven't been exposed to, and your experiences are still quite limited. When your interest is backed by aptitude, it is real and you are more likely to be successful when you try it.

Don't judge thrill or excitement as interest. Real interest will keep you going through the dull routine which to some degree is involved in every job even through disappointments and setbacks.

Remember too, that interests are inclined to change, as the scope of your life broadens.

The following factors can often produce superficial interests and you must beware of them when you judge your own interests:

1. Money and the the things it can buy tempt lots of people into taking the first job that comes along, regardless of whether it uses their aptitudes or will take them where they want to go. You will get off on the wrong foot in developing career experience if you let the desire for money lure you into a job you don't like or keep you from getting as much education as you should have.

2. Change and newness in a job wears off unless the job develops your aptitudes.

3. "Everybody's doing it," the old social-approved or conformity drive, is one of the strongest lures to the young adult. Try to distinguish between the things you do because you like to do them and those you do to stay "in" with your crowd.

4. What someone else has done, what your hero, favorite player, or father has done will work for you only if you have the necessary aptitudes to do what they do.

5. What your parents want you to do is one of the strongest inducements to many young people; a strong prohibitor to others. Such interest must be closely related to aptitudes and ability to be real.

The difference between aptitude and ability is that aptitude is potential and ability is developed, i.e., an aptitude must be developed by practice and training to become an ability. Aptitudes are not easy to discover, and abilities rarely appear fully developed. Some aptitudes can be discovered by tests, but for others no accurate tests have been developed. Discovering and developing them is a life-long process. Some abilities also can be measured by tests, but others you must discover for yourself by having the courage to start trying new things. Fortunately you have parents who help you plan how to get started and then prod you into starting, and friends who frequently share the beginning of a new skill when you are afraid of appearing foolish, alone.

"High" or "low" aptitude in a given area does not mean "good" or "bad". It just means that you fit into the requirements of one job better than another. High aptitudes in some things are a handicap and low aptitudes are a blessing.

SUGGESTED STUDY OUTLINE FOR A CAREER

I. History of the Career or Occupation

II. Nature of the work

  1. Duties of worker
  2. Importance of the work and its relation to society
  3. Tools used in the field

III. Education and training necessary

  1. General education
  2. Specialized training

IV. Number of workers in the field

  1. Present number of workers
  2. Outlook for future of the field

V. Qualifications for employment

VI. Earnings and conditions of work

VII. Methods of entering the field

VIII. Opportunities for advancement

IX. Why this was your career choice

GUIDELINES FOR YEAR-END PROJECT

Ask each student to prepare a report (written, oral, or on tape) following the guidelines presented here.

1. COVER PAGE:

    Name of Company
    Address
    Phone Number

2. EMPLOYER INTERVIEW:

    A. What type of business is it?

        a. Manufacturing, Retail, Wholesale, Service, other. __

    B. What type of ownership?

        a. Sole proprietorship, partnership, corporation, cooperative

        b. Make up an organization chart of the business

        c. If it is a corporation, is it listed on the stock exchange?

    C. Describe your company:

        a. What do you sell? Do you sell national brands and/or your own company brands?

        b. What types of service do you offer customers:

            Credit, guarantees, adjustments and returns, free delivery, repair and installation of merchandise

c. What type of image does your company have in the community?

D. Who are your biggest competitors? WHY?

E. What types of customers do you have?

F. Give some reasons why they choose your store:

a. Store reputation, location, hours of business, services offered, prices, pleasant salespeople, etc.

G. Why is this an important factor in doing business? Why was your present location chosen?

H. Cost of operation:

a. Equipment - do you rent some of your equipment (cash registers, coolers etc.) or own?

b. Building - do you own or rent it?

c. Labor Costs - How many people does your company employ? (full-time/parttime)

d. Overhead - Lighting, heat maintenance, other operating expenses.

e. Advertising - Does your company do its own advertising? Is it done on a national basis? What does it cost for your company to advertise? Give some examples of advertisements for your company and some products that it sells.

I. Profits

a. Describe what profits are.

b. Who determines the cost of items in your store?

c. Give examples of cost of some items and their selling price - how much is profit for your company.

3. YOUR FUTURE AT YOUR JOB:

A. Benefits:

a. Do you get paid insurance, discount on purchases, paid commissions, or others?

B. Education:

a. What type of training are you getting on the job?

b. Are there monies available from your company for further (higher) education (management training, college scholarships, etc.)

C. Future training station for other WECEP students:

a. What was your initial reaction to working there?

b. What is your present opinion? What are some reasons for a change in attitude?

c. From your experiences, would this be a good place for others to gain initial work experience. (give examples)

d. What type of WECEP student would probably succeed in this company?

4. CONCLUSION:

A. Your own personal comments on working - What can be gained as a student. What does an employer gain?

LESSON - HOW TO INVESTIGATE CAREERS

Concepts

1. To develop an understanding about the broad fields of work
2. To develop an understanding of the relationships between occupational fields and curricular choices.
3. To develop an understanding of the processes of securing accurate, up-to-date information about specific job fields.
4. To aid students in the study of particular career choices.

Activities for developing concepts

1. Teacher-Coordinator presents introduction to occupations.
2. Use library (vocational files, books, films, filmstrips) to learn about the various ways of classifying careers.

   example: socioeconomic grouping
   ability and aptitude grouping
   interest grouping
   activity and level of function grouping (Roe)

3. Choose an occupation and make a booklet on it based on research and interviews with people in the field.
4. Make a slide and tape presentation (student involvement) of selected careers.

Materials

1. Vocational files (career briefs)

    a. Business Careers Kit - Careers Inc., P. O. Box
       Largo, Florida 33540

    b. Career Preparation Kit - Sextant Systems Inc.,
       Western Station, Box 4283, Milwaukee, Wisconsin

    c. Careers for High School Graduates - Science
       Research Associates, 259 East Erie Street, Chicago
       Illinois 60611

    d. Desk-Top Career Kit - Careers, Inc., P. O. Box
       135, Largo, Florida 33540

    e. Job Experience Kits - Science Research Associates
       259 East Erie Street, Chicago, Illinois 60611

    f. Others

2. Books

    a. Choosing Your Career - J. Anthony Humphreys
       Science Research Associates, 259 East Erie
       Street, Chicago, Illinois 60611

    b. What Could I Be? - Walter Lifton, Science
       Research Associates, 259 East Erie Street
       Chicago, Illinois 60611

    c. A Job For You - Phyllis Dubnick, Steck-Vaughn
       Company, P.O. Box 2028, Austin, Texas
       78767

    d. Finding A Job - McGraw-Hill Book Company,
       1221 Avenue of the Americas, New York, N.Y

3. Filmstrips

    a. Choosing Your Career - Guidance Associates
       41 Washington Avenue, Pleasantville, New York
       10570

    b. Foundations For Occupational Planning - Singer
       SVE, 1345 Deversity Parkway, Chicago, Illinois
       60614

c. Industry in 20th Century America - Singer, SVE, 1345 Diversity Parkway, Chicago, Ill. 60614

d. Jobs For the Now Generation - Bowmar, 622 Rodier Drive, Glendale, California 91201

4. Films

a. Your Job: Finding the Right One - Coronet Films, 65 East South Water Street, Chicago Illinois

5. Tapes

a. Exploring the World of Work - Johnson Press, Inc., South Michigan Avenue, Chicago, Ill.

LESSON - PITFALLS IN CAREER PLANNING

Concepts

1. Job choice is one of the most important decisions you have to make in your life.
2. Glamour and earnings are not to be overemphasized in job choice.
3. Consideration of job choice should not be influenced by friendships, locale, or availability of job without training and education requirements.

Activities to develop concepts

1. Ask people from employment agencies to talk with the class about job opportunities in the immediate area, and about the disappearance of semi-skilled and unskilled jobs.
2. Ask people from so-called glamorous jobs to talk with class about sacrifices, drudgery, and education and personal qualifications required for these jobs (modeling,dramatics, airline piloting, etc.)
3. Secure the assistance of directors of student assistance programs to bring information on scholarships, loans, and other financial aids for students.
4. Invite the school counselor to talk with the class about the necessity for making an intelligent career choice.
5. Complete comparison charts

Materials

1. Books

    a. Dictionary of Occupational Titles, Vol.I
    U. S. Bureau of Labor Statistics, Government Printing Office, Washington, D. C. 20402

b. Occupational Outlook Handbook - U. S. Bureau of Labor Statistics, Government Printing Office, Washington, D. C. 20402

c. You and Your Career - The Guidance Center 371 Bloor Street, West, Toronto 5, Canada

d. Charting Your Job Future - Science Research 259 East Erie Street, Chicago, Illinois 60611

e. My Career Planner - Careers, Box 135 Largo, Florida 33540

2. Comparison Charts

COMPARISON CHART NO. I

Ask students to list career possibilities - one per chart. List advantages and disadvantages of each job on the following items: duties, working conditions, education or training requirements, earnings, fringe benefits, opportunity for advancement, seasonal employment, growth of job field, etc. When charts are completed cancel out an advantage with a disadvanage having equal importance to the student.

ANALYSIS FOR JOB

ADVANTAGES	DISADVANTAGES
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.
6.	6.
7.	7.
8.	8.
9.	9.
10.	10.

COMPARISON CHART II

When students have narrowed the career choice to two or three ask them to complete the following chart to further narrow the choice.

Items to consider	Job ________	Job ________	Job ________
1. Working Conditions			
2. Salary			
3. Duties which interest me			
4. Opportunity for advancement			
5. Working hours			
6. Education and/or training required			
7. Fringe benefits			
8. Undesirable conditions of job			
9. Job location suitable for me			
10. Others			

LESSON - TRAINING AND EDUCATION

Concepts

1. To determine what jobs are best suited for each student.

2. To determine what educational background is needed for each position.

3. To determine what out-of-school training may be required for each position.

4. To determine what vicarious experience one can seek that will prove valuable to job choice

Activities for developing concepts

1. Through discussion and listing on chalkboard, find out which jobs are of interest to the students and which ones are feasible. (e.g. to become a lawyer, doctor, dentist, etc. would not likely be feasible for WECEP students).

2. Have students research background of positions to find what training or educational background may be needed.

3. Compile research for each position and discuss reasons why such training or education may be required.

4. Discuss places where needed out-of-school training may be obtained, such as business and trade schools.

5. Guest speaker from a craft union to familiarize students with apprenticeships, etc.

6. Films or filmstrips, if available, on different occupations.

7. Write letters to people in job area of student interest

Materials

1. Chalkboard
2. Encyolopedia
3. Dictionary of Occupational Titles
4. American Trade School Dictionary
5. Films
    a. Your Job: Finding the Right One - Coronet Films, 65 East South Water Street, Chicago, Illinois
    b. Jobs for Women: Where Are you Going Virginia? McGraw-Hill Book Company, 1221 Avenue of the Americas, New York, New York
6. Filmstrips
    a. Choosing Your Career - Guidance Associates 41 Washington Avenue, Pleasantville, N. Y. 10570
    b. Foundations for Occupational Planning - Singer SVE, 1345 Diversity Parkway, Chicago, Illinois 60614
    c. Jobs for the Now Generation - Bowmar, 622 Rodier Drive, Glendale, California 91201
    d. Job Opportunities - Singer SVE, 1345 diversity Parkway, Chicago, Illinois 60614
    e. Preparing for the Jobs of the 70's - Guidance Associates, 41 Washington Avenue, Pleasantville New York 10570

LESSON - CAREER OCCUPATIONS BASED ON GEOGRAPHIC LOCATIONS AND NOT FOUND IN THE LOCAL COMMUNITY

Once again the amount of class time will vary. However, considerable time should be spent in this area because of the mobility of our present day society which enables society to go to the job. This lesson could be extremely detailed if desired.

Concept

1. To aquaint the student with the different types of careers offered in geographic locations other than his own.

Activities to develop concept

1. In deciding which job to accept you should consider which:
    a. interests you
    b. you could do well
    c. fits your personality
    d. pays reasonably well
    e. provides opportunity for advancement
    f. provides good working conditions
2. The division of each area should be fully explored. Study job opportunities in the areas of:
    a. garment industry
    b. commercial instruments
    c. aircraft instruments
    d. aircraft industry

e. aluminum manufacturing

f. animal husbandry

g. automobile manufacturing

h. entertainment

i. fur industry

j. lumbering

k. publishing

l. quarrying

m. tobacco - growth and manufacturing

n. iron and steel industry

o. oil industry

p. food and food processing

q. mining and minerals

r. manufacturer of naval stores

s. fashion designers

t. vineyards

u. fabric manufacturing

v. manufacturer of farm machinery

w. zookeeper

x. furniture manufacturer

y. beverage industries

z. marine opportunities

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    aa. outdoor guides
    bb. recreation
    cc. merchant marine
    dd. dock workers

3. Write to the Chamber of Commerce in other cities for information on job opportunities. (student activity)

Materials

1. Films or filmstrips are available from many of the companies in the various fields.
2. Brochures and booklets are also available from the work areas to students.
3. Booklets on careers from New York Life Insurance.

LESSON - CAREER OCCUPATIONS AVAILABLE IN LOCAL COMMUNITY

The amount of class time involved in this lesson will undoubtly vary because of the different situations in local areas. Therefore, it is advised that you investigate your own area to the fullest and set your own time schedule for the lesson.

Concept

1. To expose the student to the career opportunities in each local area.

Activities to develop concept

1. Division of community into work areas.
    a. factories - large and small
    b. grocery stores
    c. restaurants - regular and drive-ins
    d. gas stations
    e. communications area
    f. all types of stores found in shopping centers and shipping areas
    g. health area
    h. all other possibilites in your community
2. Exploration of jobs within each specific work area
    a. Example - Grocery store
        stockboys, bag boys, checkout,
        produce, meat, department manager,
        store manager, etc.

5. Field trips to interest areas to see actual job conditions.

6. Follow up discussion groups on field trips.

7. Posters describing local jobs.

Materials

1. Films or filmstrips from local firms. (phone company, various industries)

2. Brochures, pamphlets, booklets, etc., for job description purposes from local views.

3. Chamber of Commerce

4. Shopping center or shopping area public relations people.

LESSON - JOB OPPORTUNITIES IN LOCAL AREA

Concept

1. To familiarize students with the job opportunities in their own communities.

Activities to develop concepts

1. Invite representative from Chamber of Commerce to speak to students about business and industry in the area.
2. Invite business and industry representatives to speak to students about the reasons for locating in this area, about the number of wmployees in their business, and about the possibilities of students working on a part-time and/or summer basis.
3. Field trips to selected businesses.
4. List products manufactured in the local area.
5. Select one business and/or industry and list all the jobs found in that single business. This might include individual visits to businesses by each student.
6. Ask students to make lists of professional and governmental occupations available in local area.
7. Training for employment is provided in many ways. Ask students to list educational opportunities in their local area.

Materials

1. Brochures and pamphlets from business and industry, professions, government, and schools.
2. Materials on local area available through the Chamber of Commerce.
3. Films of local business. (i.e. Caterpillar, Illinois Bell Telephone)

LESSON - VALUE OF PART-TIME JOBS

Concepts

1. Part-time jobs provide us with some valuable information relative to education and future employment.
2. Part-time jobs help students to learn to get along with people while learning to stand up for one's self.
3. Part-time jobs can help students develop a sense of responsibility.

Activities to develop concepts

1. Make lists of reasons why
    a. Part time jobs are good for young people
    b. Part time jobs may not be good for young people
2. Fill in the following chart
    (chart follows the lesson outline)
3. Ask students to select a possible part-time job and research it for future full time employment. Consider the following areas:
    a. nature of the work
    b. training and/or education required
    c. probable income
    d. opportunity for advancement
    e. openings locally
4. Ask director of U. S. Employment Bureau to speak to students about summer time employment.

Materials

Books

1. Charting Your Job Future - SRA, 259 East Erie Street, Chicago, Illinois 60611

2. Sterling Guide to Summer Jobs - Sterling Publishing Company, 419 Park Avenue, South, New York, New York 10016

Film

1. Planning Your Career - Encyclopedia Britannica Films

2. Discovering Your Real Interests - SRA, 259 East Erie Street, Chicago, Illinois 60611

PART TIME JOBS

This chart can be developed to the needs of the students in your program. Do not feel limited by the items included here. This is merely a suggestion of what might be considered.

1.	Is the job I am considering an interesting one?	
2.	Do I really need the job for the money I would earn?	
3.	Do I need to spend the time a job would require on my school work?	
4.	Is my health good enough to stand the pressure of work?	
5.	Do I want to be separated from my friends?	
6.	Will I gain work knowledge on this job?	
7.	I would like a part time job because—	
8.	Does my family approve of my working during the school year?	
9.	Should I wait until summer to consider a part-time job?	
10.	Will the job interfere with attendance at school activities?	

HEALTH CAREERS

There are jobs on different ability levels in many career areas. The health occupations provide us with an excellent example of ability levels. For example, an individual interested in health careers can consider his ability as a physician, nurse, dietitian, radiologist, laboratory technician, medical laboratory assistant, practical nurse, business office worker, pharmacist, maintenance worker, cafeteria worker, laundry worker, para-medical worker, dentist, optometrist, podiatrist, nurse aide, medical librarian, orderly, veterinarians, and others. The ability in these jobs range from a two-year high school requirement to completion of more than four years of college requirements. This [illegible] rapidly becoming the country's top employment 'industry'.

On the succeeding pages five units or lessons on careers in this field are presented. They should not limit the coordinator in the degree of coverage he wishes to give this area. The American Medical Association estimates there are at least 700 different careers in this rapidly expanding field.

LESSON - REGISTERED NURSE

Concepts

1. To help young people understand the demands of a health conscious Nation and the resultant effect on the need for more and more qualified nurses of both sexes.
2. To assist students in becoming familiar with working conditions, responsibilities, training, personal qualifications, earnings, opportunity for advancement, and outlook in the field of nursing.
3. To research specialities in the field of nursing. (Psychiatric nurse, obstetrical nurse, private duty nurse, etc.)

Activities to develop concepts

1. Invite a registered nurse to speak to the class.
2. Visit a hospital to view nurses on the job.
3. Visit a large industrial plant health center. Ask the nurse to tell the class about the work of an Occupational Health Nurse.
4. Consult the school nurse to learn about this particular specialized area.
5. Interview a nurse.

Materials

1. Pamphlets
    a. Do You Want To Be a Nurse? - Committee on Careers, National League of Nursing, 10 Coumbus Circle, New York, New York 10019
    b. Jobs in Health - Science Research Associates, 250 E. Erie Street, Chicago, Illinois

c. Should You Be a Nurse - Sleeper, Ruth, New York Life Insurance Co., New York, New York

d. Publications on Nursing - American Nurse's Association, 10 Columbus Circle, New York, New York 10019

e. Occupational Briefs

2. Books

a. Health Careers Guidebook - Government Printing Office, Washington, D.C.

b. Occupational Outlook Handbook - U.S. Bureau of Labor, Government Printing Office, Washington, D.C.

LESSON - MEDICAL RECORD LIBRARIAN

Concepts

1. To give an overview of the duties, requirements and job potential of the career.

2. To show the importance of this job and the maintenance of proper treatment to patients.

3. To show students various ways of securing occupational information and how to compare related careers.

Activities to develop concepts

1. Invite a doctor from the local hospital or clinic to give examples of how he utilizes the MRL's information.

2. Invite MRL's from various areas (Insurance Companies, Hospitals) to come and give a panel discussion of the various ways that their services have been utilized. Why do they like their jobs (is it interesting)? Do they have variety? What made them choose their present career?

3. Take students on a field trip to a local Nursing Home or Insurance Company and show where the records are kept. Have them explain the process of gathering information, recording, storing, and methods of requesting specific files on individuals.

4. Research the following areas:

   a. Duties - Compiling information, checking for accuracy. presentation into uniform medical terminology, assist doctors in anaysis of data

   b. Value of Career - Maintainence of permanent documents of history of patients' illness or injury, physical examinations, X-rays, lab tests etc. Accuracy in maintaining patients' medical and surgical information is valuable to treatment of patients.

c. Personal Qualifications - Natural aptitude for accuracy, attention to detail, works well with people, responsible, discreet, systematic and tactful

d. Education - Natural sciences and math (plus a good background in english, social studies, and typing). As of 1970 they must have a BA with a major in Medical Record Science or Medical Record Administration.

Two types of education: School--take anatomy, physiology, fundamentals of medical science and medical terminology. Practical Experience--Hospital admitting and discharging, indexing, coding, compilation and analysis of data.

e. Future - Job possibilities in--Hospitals, Government agencies (with salaries at $9,300 + in State or Federal Health Departments), Insurance Companies, Industrial Firms, Research Hospitals, Teaching positions, Clinics, Nursing Homes.

Materials

1. Pamphlets

a. Opportunities in Health Careers - 1972,
Bi-State Regional Medical Program, 607
North Grand Avenue--9th floor, St. Louis,
MO 63103

b. American Association of Medical Record
Librarians, 875 Morth Michigan Avenue,
Suite 1850, Chicago, Illinois 60610

c. Department of Allied Medical Professions and
Services, American Medical Association, 535
North Michigan Avenue, Chicago, Illinois
60611

d. Health Careers Council of Illinois, 400 North Michigan Avenue, Chicago, Illinois 60611

e. National Health Council, Health Careers Program, 1740 Broadway, New York, N.Y. 10019

LESSON - DIETITIAN

Concepts

1. To familiarize the student with the career opportunities in the field of dietetics.

2. To present the possibilities in a related career.

3. To give an overview of the personal and educational requirements of a dietician.

Activities to develop concepts

1. Distinguish between the various types of dieticians:

   a. Administrative--the major duties are management of large scale meal planning and prepartion; supervises, selects and trains workers, directs the buying of foods, equipment and supplies; and enforces sanitary and safety regulations.

   b. Therapeutic--plans and supervises the actual service of the meals to the patients; discusses patients' taste preferences; records their intake; confers with doctors and nurses about the possibilities nutrition (proper diet) will have for patient.

   c. Clinical--educates out-patients on the importance of maintaining the prescribed diet; helps them prepare the proper diet. Her main contacts are with those who have been released from the hospital.

   d. Teachers and Research Workers

2. Present the class with a list of related careers.

   a. Cook, chief, restaurant manager, food service supervisor, home economist, home economics teacher, food counter manager; Nutritionists who (a) develop rations for pets, poultry and other farm animals, (b) develop new food products, (c) determine through research, the major problems of population groups; Hotel and restaurants menue planners; Food Service opportunities in (a) Industries, (b) Airlines, (c) Railroads, (d) and others.

3. Invite a dietician from the school cafeteria to explain her function in the operation of serving lunches.

4. Have those interested in the occupation write some sources (listed below) and ask for:

   a. The materials available outlining course outlines; then have the schools compare the different requirements between the various schools.

5. Visit a local hospital or clinic and tour the facilities of the kitchen and other areas where dieticians operate.

6. Chart the educational requirements of this field:

   a. Basic Educational Requirements--Foods and nutrition, Institution Management, Chemistry, Bacteriology, Physiology, Math and Economics, Psychology and sociology.

   b. Internship Program--to be an accredited registered dieticain you must participate in an internship program which is 12 to 18 months in length or be invloved in a 3-year planned experience program. Both methods of training offer: (a) Clinical experience, (b) The study of meal planning and, (c) Budgeting and management.

7. Discuss the future employment picture of this career area.

Materials

1. Pamphlets

   a. Public Information Committee, American Institute of Nutrition, 9650 Wisconsin Avenue, Washington, D.C.

   b. American Dietetic Association, 620 North Michigan Avenue, Chicago, IL 60611

   c. American Home Economics Association, 1600 20th Street NW, Washington, D.C. 20009

   d. Health Careers Program, National Health Council, 1740 Broadway, New York, N.Y. 10019

   e. Should You Be A Dietician - Career Information Service, New York Life Insurance Company, Box 51, Madison Square Station, New York, N.Y. 10010

   f. Dietetics as a Profession - American Dietetic Association, 620 North Michigan Avenue, Chicago, IL 60611

2. Book

   a. Your Future As A Dietitian - Richards Rosen Press, Inc., 29 East 21st Street, New York, N.Y. 10010

LESSON - VETERINARIAN

Concepts

1. To develop understandings of the importance to agriculture of the field of veterinary medicine.
2. To become familiar with the nature of the work, working conditions, personal qualifications and training requirements etc., of the Veterinarian.

Activities to develop concepts

1. Visit a farm to learn what the veterinarian does for the animals on the farm.
2. Visit a veterinary clinic.
3. Ask a licensed Veterinarian to visit the class to talk about this profession.
4. Find out what kind of work Veterinarians do who are employed by the government and where they do their work.
5. Visit a Meat-processing plant.
6. Visit a zoo. Talk to the veterinarian employed there.
7. Research other careers related to this specialized profession.

Materials

1. Pamphlets
   a. Occupational briefs
   b. Dimensions of Veterinary Medicine - American Veterinary Medical Association, 600 South Michigan Avenue, Chicago, IL 60605

c. Career Facts About Veterinary Medicine - American Veterinary Medical Association, 600 South Michigan Avenue, Chicago, IL 60605

2. Books

a. Opportunities in Veterinary Medicine - Robert E. Swope V.M.D., Vocational Guidance Manuals, 8000 Second Avenue, New York, New York 10017

b. Doctor, Spare My Cow - James A. Porter, Jr., Iowa State University Press

Lesson - Semi-Professional Health Workers

Concepts

1. To aid students in developing knowledge of the many related occupations in the health services field.

2. To bring an understanding to students of the challenges and satisfaction offered by semi-professional health careers

Activities to develop concepts

1. Conduct field trips to several institutions employing health workers:
    - a. hospitals
    - b. clinics
    - c. nursing homes
    - d. schools
    - e. private offices of professional health workers

2. Invite director of health occupations program at high schools and colleges in local area to speak to students about the training facilities available locally.

3. Ask students to complete the comparison chart on the following page of semi-professional careers requiring not more than 2 years training beyond high school.

4. Make some reading materials available.

5. Practical nurses, nurses aides, dental laboratory technicians, laboratory assistants, radiologic,

technologist and others are available in many communities. Invite them to speak to the students about their careers.

Materials

1. Career materials from professional organizations such as:
    a. American Dental Hygienists association
    100 East Ohio Street, Chicago, Illinois
    60611
    b. Registry of Medical Technologists, P.O.
    Box 44, Muncie, Indiana
    c. American Society of Radiologic Technologists
    537 South Main Street, Donder Lac, Wisconsin
2. Occupational Outlook Handbook - U.S. Bureau of Labor Statistics, Government Printing Office, Washington, D. C. 20402
3. Health Careers Guidebook - Government Printing Office, Washington, D. C. 20402
4. Comparison Chart
5. Health Careers Kit - Careers, Largo, Florida

COMPARISON CHART OF SEMI-PROFESSIONAL HEALTH CAREERS

Career	Working Conditions	Training	Outlook for next 10 years	Yearly Earnings
nurses aide				
practical nurse				
radiologic technologist				
medical laboratory assistants				
dental assistants				
psychiatric aide				
orderly				
medical secretary				
laundry manager				
food service manager				

The above chart can be changed to suit the local situation. The careers listed are only suggestions. Others may be added - these may be omitted.

PERSONAL AND PUBLIC SERVICE OCCUPATIONS

Career opportunities in this area involve doing work in and around households; serving individuals in institutions and business establishments. Many of the jobs in this category provide opportunities for those individuals without training or experience. However, there are some occupations that do require special training and licensing. Educational assistants, child care workers, beauticians, food service workers, clothing production and servicing, firemen, policemen, and hospitality (hotels, motels, restaurants, resorts, private clubs) workers are some of the employment possibilities in this category.

The number of workers in service occupations has been increasing much faster than the labor force as a whole for many years. Employment in this field is expected to increase very rapidly in the years ahead as income levels rise and leisure time increases. Most of the employment increase is expected to be among policemen and other protective service workers as urbanization continues and cities become more crowded.

LESSON - FEDERAL BUREAU OF INVESTIGATION

Concepts

1. To give the student some understanding of the importance of the FBI.
2. To help the student understand how it affects our society.

Activities to develop concepts

1. Discuss experiences with students that pertain to the FBI.
2. Visit the agency in the area that is connected with the FBI.
3. Have the students make a list of the duties of the FBI.
4. Have a speaker from the FBI come into the classroom.
5. Have the students clip articles from the newspaper pertaining to the FBI and discuss in class.

Materials

1. Films
2. Filmstrips
3. Pamphlets
    a. Law Enforcement Bulletin - FBI, Publications of FBI available on request, Civil Service Commission, Washington 25, D.C.

5. Pamphlets

   a. "A 'Mom and Pop' Business of Your Own - Changing Times, March 1965

   b. So You're Going Into Business - U.S. Chamber Of Commerce, Washington, D.C.

   c. Occupational Briefs

   d. Occupational Outlook Handbook

   e. "Want to Be Your Own Boss?" - Rowley, Nora P., Occupational Outlook Quarterly, February 1965

LESSON - ARMED FORCES

Concepts

1. Give the students some knowledge of the armed forces.
2. To make the students aware of the advantages of a career in the armed forces.

Activities to develop concepts

1. Visit the recruiting office of the armed forces.
2. List and discuss in class some qualifications one must have to enter the armed forces.
3. Ask a resource person from the community to come and speak to the class about career possibilities.

Materials

1. Films
2. Pamphlets
    a. Get Off the Ground
    b. Air Force ROTC
    c. The Changing Profession
    d. U. S. Air Force Occupational Handbook
    e. A Guide to Occupational Training

Address for the above

U. S. Department of Defense
Washington, D.C. 20390

LESSON - POSTAL SERVICE

Concepts

1. To make the students aware of the postal services in their area.
2. To help the child explore career possibilities in postal services.

Activities to develop concepts

1. Tour of the postal services. Expose the students to handling of mail.
2. Give students a list of positions available in the postal service, and discuss each in class.
3. Lecture on how to become an employee for the government.
4. Give student a similar test to the civil service examination.
5. Invite speaker from the Post Office to speak on postal systems.

Materials

1. Films
    a. U. S. Civil Service Commission, Washington, D. C. 20415
2. Pamphlets
    a. Substitute Mail Handlers, U. S. Civil Service Commission, Washington, D. C. 20415
    b. Career Opportunities in Illinois Post Office - U. S. Civil Service Commission, Washington, D. C. 20415

c. The Mailman - Cullinam, Gerald, National Association of Letter Carriers, 100 Indiana Avenue, NW, Washington, D. C. 20001

3. Books

a. Post Office Clerk-Carrier - Turner, David R., Arco Publishing Company, 219 Park Avenue South, New York N.Y. 10003

b. Social Studies Textbooks

LESSON - POLICEMAN

Concepts

1. To help students understand the importance of policemen and why we must show respect for them.

2. To learn what qualifications are needed to be a policeman.

3. To become familiar with types of policemen.

Activities to develop concepts

1. Through reference books discuss with the class the number of policemen in the U.S. to see that there is always a demand for good policemen.

2. Discuss the various types of policemen, such as patrolmen, detective, etc. and how they attain their titles.

3. Develop a field trip to a police station or city hall ~~to visit~~ the jail, the officers, and hear the dispatcher talking or communicating with patrolmen in their cars.

4. Arrange a meeting with the Chief of Police so he can give the students an idea of why he wanted to be a policeman and how he obtained the title of Chief of Police. Perhaps he will answer questions from the students.

5. Arrange for a film to be shown showing policemen in action on the job or perhaps while in training.

Materials

1. Encyclopedia or D.O.T.

2. Chalkboard

3. Field trip

4. Speaker

5. Film or Filmstrip

6. Secure information about local entrance requirements from local civil service commissions or police and fire commissions.

7. Pamphlets

   Secure pamphlets from:

   a. International Association of Chiefs of Police, 1319 18th Street NW, Washington, D.C. 20036

   b. International Association of Women Police, 100 N. La Salle Street, Chicago, Illinois 60602

LESSON - FIREMAN

Concepts

1. To show the importance of paid and volunteer firemen.
2. To see how and with what equipment firemen do their job.

Activities to develop concepts

1. Discuss with students the importance of having firemen and what qualifications a fireman must have.
2. Discuss the paid firemen and their duties while they work their normal day.
3. Discuss the volunteer fireman and how they are called to a fire.
4. Visit a fire station and examine a fire truck and other equipment the firemen use while fighting a fire.
5. Arrange a meeting with the Fire Chief to give the students an idea of why he became a fireman and how he became Chief.
6. Show the students a film of firemen controlling a fire.
7. Discuss the hazards of this job.

Materials

1. Encyclopedia or D.O.T.
2. Chalkboard
3. Field trip
4. Speaker
5. Film

6. Pamphlets

Obtain pamphlets from:

a. International Association of Fire Fighters,
905 16th Street NW, Washington, D.C.
20006

b. International Association of Fire Chiefs,
232 Madison Avenue, New York, N.Y. 10016

LESSON - SHOE REPAIR MAN

Concepts

1. To show the students the importance of Shoe Repair Men in the community.
2. To see the skills that are needed to become a Shoe Repair Man.
3. To develop understandings of job future.

Activities to develop concepts

1. Have some students find out necessary information on this profession--such as numbers, qualifications, income, future, working conditions, etc.
2. Visit a Shoe Repair Man's Shop.

Materials

1. D.O.T.
2. Chalkboard
3. Field trip
4. Speaker
5. Film

LESSON - GROCERY CHECKERS

Concepts

1. To assist young people to become familiar with personal and training requirements for this career.
2. To develop understandings of the retail food industry as a possible area of employment.

Activities to develop concepts

1. Visit a large super-market. Ask permission to talk with the manager about jobs and job requirements in the industry.
2. Observe a check-out person on-the-job.
3. Research the following facts about this field:
    a. education requirements
    b. training on-the-job
    c. advancement opportunities
    d. earnings
    e. working conditions

Materials

1. Pamphlets
    a. Occupational Briefs
    b. What Every Clerk Should Know - National Association of Retail Grocers, New York, N.Y.
    c. Career Opportunities in Food Retailing - National Association of Retail Grocers, New York, N.Y.

LESSON - BUSBOYS

Concepts

1. To develop an understanding and respect for entry jobs such as busboys in the hotel and restaurant (food service) business.

2. To develop an understanding of the effect of business conditions on the availability of jobs in this field.

3. To develop the understanding that the job of busboy is generally considered temporary--either part-time or the route to travel for progress in the food-service industry.

Activities to develop concepts

1. Ask a student who is employed as a busboy to talk to the class about his job.

2. Ask a restaurant manager to visit the class to talk about training requirements, promotions, earnings, etc. in this job.

3. Take class to a large restaurant for lunch. Ask students to observe the activities of the busboy.

4. Research other jobs in the food-service industry (waiters, waitresses, cooks, etc.).

Materials

1. Pamphlets

    a. Career Opportunities in the Restaurant Industry - National Restaurant Association, Chicago, Illinois

    b. Occupational Briefs

LESSON - APPAREL INDUSTRY
(Dressmaker-Milliner-Tailor)

Concepts

1. To make students aware of the various occupations within the Garment Industry.
2. To point out the direction of the future in the industry.
3. To make them aware of the preparation that is necessary for entrance into this field.
4. To show the benefits of working in this industry.

Activities to develop concepts

1. Give a brief history of the field.
    a. It is one of the oldest professions.
    b. In 1968 1.4 million were employed in the manufacturing of clothing.
    c. The clothing industry is divided into three areas: Women's, Men's, and Children's.
2. Develop a chart showing the various jobs within the different occupations.
    a. Designing
        1) Designer
        2) Sample Stitcher
        3) Patternmaker
        4) Pattern grader
    b. Cutting Occupations

- 1) Hand spreaders
- 2) Machine spreaders
- 3) Markers
- 4) Cutters
- 5) Hand cutters - 'shapers'
- 6) Assemblers - 'bundlers or fitters'

c. Sewing

- 1) Sewing machine operators
- 2) Hand sewers
- 3) Inspectors-checkers
- 4) Trimmers

d. Tailoring

- 1) Cutting
- 2) Fitting
- 3) Finishers
- 4) Bushelmen
- 5) Choppers
- 6) Pressers

e. Pressing

- 1) Pressers
- 2) Collar pointer

f. Fur Shop Occupations

- 1) Fur cutter

        2) Fur machine operator

        3) Fur nailers

        4) Fur finishers

    g. Administrative, Sales and Maintenance occupations

3. Discuss items to consider before entering this field.

    a. Job requirements

        1) Good eye and hand coordination

        2) Good color discrimination

        3) Finger dexterity

        4) Patience

        5) Interest in clothes and styles

    b. Education

        1) High School

            a) Art

            b) Design

            c) English and Business (If you're going to operate your own store.)

        2) After High School

            a) Specialized training in a trade school or work as an apprentice.

    c. Disadvantages

        1) Eyestrain

        2) Needle punctures

    3) Cuts
    4) Burns from irons
    5) Nervous strain
    6) Work volume varies with seasons (Summer and winter months being the slowest.)
    7) Five years apprenticeship is the minimum required to become a Union Journeyman.

d. Sources of jobs

    1) Placement bureau of vocational schools
    2) State Employment service
    3) Want Ads
    4) Apply directly to: Garment Factories, Men's/Women's Clothing Stores, Department Stores, Dry Cleaners

e. Salary

    1) Journeymen tailors - $70 to $80 per week, Up to $120 to $160 per week
    2) Custom Dressmakers - $1.50 to $3.00, $2.21 per hour
    3) Average Dressmaker - $500 to $5,000 per year

(Vocations discussed in this unit are not expected to expand because of the growth of the ready-made clothing industry.)

4. Invite a representative of the Home Economics department of the school to speak to the class about teaching, training, and the economic aspect of this field.

5. Invite a local tailor and/or dressmaker to give a demonstration of their work.

Materials

1. Pamphlets

   a. Sewing-machine Operators - Science Research Associates, 259 East Erie Street, Chicago, Illinois 60611

   b. Sewing-machine Operators - Michigan Employment Security Commission, 7310 Woodward Avenue, Detroit 2, Michigan

   c. Clothing Maintenance Specialist - Publication # OE-87005, U.S. Department of Education and Welfare, U.S. Government Printing Office, Washington, D.C. 20402

2. Additional Sources - (Up-to-date films, booklets, pamphlets, and speaker sources are available from the following organizations.)

   a. Amalgamated Clothing Workers of America - 15 Union Square, New York, New York 10003

   b. American Apparel Manufacturers Association, Inc. - 2000 K Street NW, Washington, D.C. 10001

   c. Associated Fur Manufacturers Inc. - 101 West 30th Street, New York, N.Y. 10001

   d. Clothing Manufacturers Association of USA - 135 West 50th Street, New York, N.Y. 10020

   e. Custom Tailors & Designers Association of America - 400 Madison Avenue, New York, N.Y. 10017

f. International Ladies' Garment Workers' Union - 1710 Broadway, New York, N.Y. 10019

g. International Association of Clothing Designers - 125 12th Street, Philadelphia, PA 19107

h. The Fashion Group, Inc. - 9 Rockefeller Plaza, New York, N.Y. 10020

i. Millinery Institute of America - 10 East 40th Street, New York, N.Y. 10016

j. National Millinery Planning Board - 10 East 40th Street, New York, N.Y. 10016

k. National Outerwear & Sportswear Association, Inc. - 347 Fifth Avenue, New York, N.Y. 10016

l. National Board of the Coat & Suit Industry - 450 Seventh Avenue, New York, N.Y. 10001

m. National Dress Manufacturers' Association, Inc. - 570 Seventh Avenue, New York, N.Y. 10018

n. United Garment Workers of America - 31 Union Square, New York, N.Y. 10003

3. Books

a. Sew It and Wear It - Bradley, Duane, New York: Crowell, 1966

b. Job Guide for Young Workers - Superintendent of Documents, Gov. Printing Office, Wash., D.C.

c. Your Future in the Fashion World - Richards Roser Press, Inc., 29 East 21st Street, New York, N.Y. 10010

APPLIED BIOLOGICAL AND AGRICULTURAL OCCUPATIONS

Agriculture today means far more than just farming; in fact, approximately three-fourths of all agriculture jobs are in non-farm activities. They are found in laboratories, classrooms, offices, at computers, microphones, and drafting boards; on assembly lines and in processing. An agricultural revolution has created millions of jobs new to the area and increasing numbers of people are needed in the new agricultural era. Research laboratories, food processing plants, agricultural engineering, horticulture, and other careers account for about 40 per cent of all off-the-farm jobs in the nation. If the world of agriculture sounds appealing to our students it should be explored. Soil conservationists, teachers of vo-ag, food technologists, agricultural chemists and other fields report many excellent openings unfilled today. The United States Department of Agriculture employs roughly 100,000 men and women.

The following lessons are merely suggestions. Develop those that have interest for your students.

LESSON - FARMING

Concepts

1. To understand that mechanical, technical, and scientific improvements and specialization have tended to cut down the number of general farms.

2. To understand that interest in farming should be directed to related work rather than general farming.

Activities to develop concepts

1. Visit many kinds of farms, (dairy, poultry, beef, pork, sheep, etc.), to become acquainted with the specialization existing in this career area.

2. List advantages and disadvantages to employment in this area.

3. Discuss education, means of getting started, earnings, and working conditions of this career choice.

Materials

1. Pamphlets

   a. Occupational Briefs

   b. Publication of U.S. Department of Agriculture

   c. Publications of American Farm Bureau Federation, Merchandise Mart Plaza, Chicago, Illinois 60654

   d. Publications of Farmers Educational and Cooperative Union of America, 1575 Sherman Street, Denver, Colorado 80210

LESSON - AGRICULTURAL ENGINEER

Concepts

1. To develop an understanding of the contribution of this profession to the field of agriculture.
2. To help young people become familiar with the five main areas of specialization and the training requirements necessary to enter this field.

Activities to develop concepts

1. Invite someone from the University Extension Office (Agriculture) to speak to class about jobs in this field.
2. Tour a farm. Ask farm owner or manager to point out products on the farm that may have been the result of agricultural engineering. (barns, silos, crop driers, ventilation systems, tractors, irrigation pumps, heated brooders, ultraviolet lighting to increase egg production, resurfacing ponds, food packaging equipment, etc.)
3. Provide reading materials

Materials

1. Pamphlets
    a. Agricultural Engineering: The Profession with a Future - American Society of Agricultural Engineers, 2950 Niles Road, St. Joseph, Michigan

    b. Agricultural Engineering as a Career - Institute for Research, Chicago, Illinois

    c. Occupational Briefs - Science Research Associates, 259 East Erie Street, Chicago, Illinois

2. Books

a. Occupations in Agriculture - Occupational Outlook Handbook, Government Printing Office, Washington, D.C.

b. Find a Career in Agriculture - Clyde H. Duncan, Pulman, New York, New York

LESSON - SOIL SCIENTISTS

Concepts

1. To develop understandings of the need for soil scientists (soil is a vital national resource).
2. To help students understand the relationship of soil science to agriculture.
3. To assist students in developing understandings of the scope if this field in government.

Activities to develop concepts

1. Visit the local Soil Conservation Service or Agricultural Extension Service to learn about this field.
2. Develop charts to show where soil conservationists (scientists) are employed. (i.e. fertilizer manufacturers, agricultural industries, banks, insurance companies, land appraisers, government)
3. List educational requirements for entry to this field.
4. Discuss
    a. ways of locating jobs
    b. earnings
    c. future

Materials

1. Pamphlets
    a. Crops and Soil - Soil Science Society of America, 677 South Segoe Road, Madison Wisconsin 53711

b. *Journal of Soil and Water Conservation* - Soil Conservation Society of America, 838 Fifth Avenue, Des Moines, Iowa

c. Occupational Briefs

2. Books

a. *Careers in Agronomy* - American Society of Agronomy, Madison, Wisconsin

b. *Careers in Soil Conservation Service* - Government Printing Office, Washington, D.C.

LESSON - FLORISTS

Concepts

1. To become familiar with the qualifications for floral designers
2. To become familiar with the demand for workers in every aspect of the floral business

Activities to develop concepts

1. Retail selling is the last link in a very broad field. Research this field through
    - a. reading
    - b. speakers
    - c. tours to
        - aa. retail florist shop
        - bb. large greenhouse establishments
        - cc. outdoor garden businesses
2. Visit a nearby school (college) offering courses in horticulture to learn course requirments.
3. Discuss ways to get started in this career field.
4. Discuss advantages and disadvantages of this occupation.
5. Take care of school gardens.

Materials

1. Pamphlets
    - a. Jobs in Horticulture - Office of Personnel, U.S. Department of Agriculture, Washington, D.C.

b. American Florist - Society of American Florists, 2660 Woodley Road, N.W. Washington, D.C. 20008

c. Horticulture: A Challenging Career - American Society for Horticultural Science, East Lansing, Mich.

LESSON - FORESTRY

Concepts

1. To broaden the scope of understandings related to the work of the Forester.
2. To become familiar with the opportunities for employment in this career field.

Activities to develop concepts

1. Start at the point where most young people are-the forest ranger-and develop lists of job skills and jobs that are available to people trained in forestry.
2. Check your local area to determine if forest preserve areas are staffed with forestry experts.
3. List jobs in government requiring training in forestry.
4. List personal qualifications necessary for forestry careers.

Materials

1. Pamphlets
    - a. Occupational Briefs
    - b. Careers in Forestry - Department of Agriculture, U.S. Government Printing Office, Washington, D.C.
2. Books
    - a. Your Future in Forestry - Hanaburgh, D.H., Richards, Rosen Associates, 29 East Twenty-first Street, New York, New York 10010

b. Forestry as a Profession - Meyer, Arthur B., Society of American Foresters, Washington, D.C.

c. Forestry and Its Career Opportunities - Shirley, Hardy L., McGraw Hill, New York, New York

INDUSTRIAL ORIENTED OCCUPATION

Industrial oriented occupations cover a very wide range of skills. Employment is found in producing, processing, servicing, repairing, assembling, or testing any product that is manufactured. Auto mechanics, aviation, and aerospace industry, electricity, printing (graphic arts), metal work, plastics, woodworking, building trades, television industry, cameras and business machines are some of the areas where jobs are found in this category. In general, future for jobs in this area looks bright for many years. Growth will be directed by the status of the economy.

LESSON - AUTOMOBILE MANUFACTURING INDUSTRY

Concepts

1. To show the diversity within the industry as to types of jobs.
2. To show the opportunities available (training, advancement, education, etc.)
3. To show the importance and influence of the auto manufacturing industry to the economy.

Activities to develop concepts

1. Present an outline of the types of occupations that are found within the industry. List specific jobs under each category.
2. Have the students identify the types of jobs. (See attached work sheet for some beginning suggestions.)
3. Invite some guest speakers from the industry to come to class to describe their jobs. Also have service related workers speak about their jobs:
   a. Midas muffler--specialized auto services
   b. Service station workers--owners, employees
   c. Mechanics from auto sales
   d. Owner from a used parts dealer (junk yard)
4. Large companies require a High School education, that the applicant be physically able, dependable and have an aptitude for the work. They are, however, the innovators of:
   a. On-the-job training
   b. Apprentice programs

c. Other special programs

Get someone who is presently on a program within a company and ask them to describe the benefits. You might also get an outline of the material covered in the class.

4. Ask the class what advantages they would gain by working within a large organization such as automobile manufacturing.

   a. Paid life, accident, hospital and medical insurance.

   b. Paid vacations

   c. Unemployment benefits

   d. Pension and retirement programs

5. Films are available that show the interrelationship of the auto industry. Show one and present some statistics on the reason why:

   a. The industry is tied directly to the economy of the nation.

   b. One out of seven workers earn their living working for auto manufacturing, servicing, selling, driving, etc.

   c. They employ some of the most highly paid executives.

   d. Over 100 million passenger cars, buses, trucks on the nation's highways.

   e. The auto industry is the major consumer of basic commodities (i.e., steel, rubber, glass, etc.)

   f. 1968--the automobile industry employed 868,000 employees (just including the production of autos)

g. Relatively steady employment-highest turnover on assembly line (where work is routine)

Materials

1. Pamphlets

    a. "Your Future in the Automotive Industry" - Davison Taylor, Richard Rosen Press Inc., 29 East 21st Street, New York, N.Y.

    b. "Career Opportunities in the Automobile Industry" - Automobile Manufacturers Association, Inc., 320 New Center Building, Detroit, Michigan 48202

    c. "The GM Story" - Public Relations Staff, GM Corporation, Detroit, Michigan 48202

    d. "Automobile Manufacturing Industry" - Occupational Brief, Chronicle Guidance Publications, Inc., Moravia, New York 13118

    e. Automobile Manufacturers Association, Inc., 320 New Center Building, Detroit, Michigan 48202

2. Book

    a. Employment Outlook--Motor Vehicle & Equipment Manufacturing, Occupational Outlook Handbook, U.S. Department of Labor

JOBS WITHIN THE AUTOMOBILE MANUFACTURING INDUSTRY

There are three phases to the production of a vehicle (excluding the sales and service after purchase by consumer).

1. Preliminary designing and engineering
2. Production
3. Assembling

OCCUPATIONS:

1. Professional & Technical
    - a. Engineers
    - b. Chemists
    - c. Metallurgists
    - d. Physicists
    - e. Mathematicians
    - f. Draftsmen
2. Administrative, Clerical & Related Occupations
    - a. Executive
    - b. Personnel Mamagers
    - c. Purchasing Agents
    - d. Accountants
    - e. Lawyers
    - f. Market Analysts

    g. Statisticians

    h. Economists

    i. Secretaries

    j. Key punch operators

    k. Business machine operators

3. Plant Occupations (consist of 3/4 of labor forces) (1/2 are semi-skilled)

    a. Mass production of parts

    b. Maintenance

4. Machining Occupations

    a. Metal workers--machine tool operator, punch press operators

    b. Tool and Die personnel

5. Foundry Occupations--make the engine blocks, etc.

    a. Pattern makers

    b. Coremakers

    c. Casting workers

    d. Melters

6. Forging Occupations--make high-stress parts (i.e., axles)

    a. Hammermen

    b. Heaters

7. Inspection Occupations

8. Assembling Occupations (largest group)

9. Finishing Occupations

a. Metal finishers

    1) Platers

    2) Sprayers

    3) Polishers

b. Cutters and Sewers

    1) Sewing machine operators

    2) Trimmers

10. Material handling, Custodial, Plant Protection. Maintenance Occupations

LESSON - AUTOMOTIVE MECHANICS

Concepts

1. To help students understand that 'tinkering' with a car or motor bike is not adequate training for an automotive mechanic.
2. To learn that a person entering this field starts as a helper or apprentice servicing and greasing cars.

Activities to develop concepts

1. Visit a large automobile dealership. Observe workers in the garage.
2. Ask an automotive mechanic to visit the class to discuss school related skills (mathematics) necessary for this job, characteristics of individuals who succeed in this area, opportunities for employment and advancement, etc.
3. Visit Auto shop in school to learn about courses offered there.
4. Visit a large industrial plant, city bus station, taxicab company, and independently owned auto repair shops to learn about employment opportunities.

Materials

1. Pamphlets
    a. Occupationsl Briefs
    b. Sput....Pop....Clank....Varoom! - Saturday Evening Post, Nov. 14, 1964.
2. Books
    a. Automobiles Work Like This - Drackett, Phil, Roy Publishers, 30 E. 74th Street, New York, N.Y.

   b. Find a Career in Auto Mechanics - Harrison, C.W., Putnam, G.P., & Sons, 200 Madison Ave., New York, N.Y.

3. Films and Filmstrips

   a. Many large automobile dealers can secure films and filmstrips for schools to use on a loan basis.

   b. Popular Science Magazine has a film library (to be purchased) on auto mechanics.

   c. Automotive Mechanic Supervisor-Association Instruction Materials, 347 Madison Avenue, New York, N.Y. 10017

LESSON - LOCKSMITH

Concepts

1. To help students see the importance of a locksmith in a community.
2. To become familiar with the future of this career choice.

Activities to develop concepts

1. Using the D.O.T. find out how many locksmiths there are in the U.S. and what background or qualifications are needed to become one.
2. Visit a locksmith and let him show the students what types of work he is called on to do-even making keys.
3. Discuss with the students and the locksmith any questions the students will ask.

Materials

1. D.O.T.
2. Field Trip
3. Speaker

LESSON - WELDING

Concepts

1. To give student some knowledge of a welder's work.
2. To show the usefulness of welders in the community
3. To show student how welding can be used as a career

Activities to develop concepts

1. Read and discuss in class how welders are used
2. Expose student to on the job sites of a welding station
3. Show film
4. Have student list uses of a welder
5. Discuss job possibilities in this field

Materials

1. Pamphlets
    a. ARC Welding - The Lincoln Electric Company, Cleveland, Ohio
2. Film
    a. The Welder at Work - Association Industrial Materials, 347 Madison Avenue, New York, New York 10017

LESSON - PRINTING

Concepts

1. To present an overview of the total printing occupations showing the differentiations in types of printing, and the various occupations within each phase of the printing process.

2. To show the economic aspects of the career and how the future job possibilities are affected by the economy.

3. To prepare a student looking into this particular career to understand that there are many diverse areas to a particular job and many phases of employment and opportunities within a career.

Activities to develop concepts

1. Present an overhead transparency depicting:

    a. Types of printing processes:

        1) Letterpress--Relief printing
        2) Lithography--Offset printing
        3) Gravure--Intaglio (steel and copper plate engraving)
        4) Flexography--Printing on plastic, foil, gummed tape, etc.
        5) Screen Printing--Silk screening, stencil printing

    b. Flow of printing work:

        1) Layout--Planning the composition & content of each page.
        2) Typesetting & Composition--producing & assembling the type.
        3) Platemaking--Preparing & printing plates.
        4) Printing--Transferring image to a printed surface.

5) Finishing--Binding and mailing operations

2. The major industries utilizing printing:

   a. Newspapers, magazines, books

   b. Commerical job printing: Advertising, production of business forms, greeting cards, gift wrapping, calendars, catalogs.

3. Invite printing craftsmen specializing in any area of printing operations to visit the class to discuss their particular careers. See list under 4d.

4. Research the following areas of the printing occupations:

   a. Requirements: (High School education [good in spelling, punctuation, grammer, mathematics, chemistry, electronics & physics]) good eyesight; excellent manual dexterity. The printing Industry Occupations Aptitude Tests are given by the U.S. Department of Labor. Apprenticeship for 4 to 6 years--starting age 18-30 years old is required.

   b. Job Future--New jobs resulting from technological changes in product methods, workers leaving field, retirement, rise in the volume of printed material that is requested: (a) population growth, (b) high stress on more education, (c) expansion of American Industry, (d) more specific information requirements on packaging and advertising.

   c. Major Unions--International Printing Pressmen, Assistants' Union of North America, International Typographical Union, Lithographical & Photoengravers Union

   d. Types of Occupations:

      1) Composing Room Operators--Hand composers, Typesetting machine operators, Linotype machine operators, Monotype

keyboard operators, Monotype caster operators, Phototypesetting machine operators
2) Photoengravers--Cameramen, Printers, Etcher, Finisher, Router, Blocker, Proofer
3) Electrotypers & Stereotypers
4) Printing Pressmen & Assistants
5) Lithographic Occupations--Cameramen, Lithographic artist, Stripper, Platemaker, Lithographic pressman
6) Bookbinders and Related Workers

Materials

1. Periodicals

   a. Graphic Arts Monthly, 7373 North Lincoln Avenue, Linclon, IL 62656

   b. Inland Printer--American Lithographer, 79 W. Monroe Street, Chicago, IL 60603

2. Pamphlets

   a. Careers, Largo, Florida 33541

   b. Science Research Associates, Inc., 259 Erie Street, Chicago, IL 60611

   c. Your Career in Printing & The Graphic Arts - Educational Council of Graphic Arts Industries, 1411 K Street, Washington, D.C.

   d. Executive & Professional Career Opportunities in Printing & Publishing Industry - Educational Council of Graphic Arts Industries, 1411 K Street, Washington, D.C.

   e. American Newspaper Publishers Association, 750 Third Avenue, New York, NY 10017

   f. Printing Industries of America Inc., 5223 River Road, Washington, D.C. 20016

LESSON - MASONRY

Concepts

1. To help students understand what masonry is about
2. To make students aware of the money in the career of masonry
3. To develop understandings of masonry as a career field

Activities to develop concepts

1. Lecture and discuss masonry with the students as a career choice
2. Show and discuss film high points
3. Tour sites where masonry is in operation

Materials

1. Pamphlets
    a. NASCO, 2042 South Dale, Fort Atkinson, Wisconsin 53538
2. Film
    a. Build with Concrete Masonry - Mississippi State University, Division of Technology and Vocational Education, Jackson, Miss.

LESSON - CARPENTRY

Concepts

1. To develop understandings that jobs in the construction trades make up the largest and oldest job family.

2. To understand that in this field there is a great deal of dependency of one craft upon another--the kind of work each craft does is reflected in the finished product, the result of the work of, perhaps, twenty or more crafts.

Activities to develop concepts

1. Visit a construction site. Talk to the carpenters. Observe the number of crafts working on some project. Observe whether the carpenter is working alone or as part of a crew.

2. Ask a carpenter to visit the class. Ask him to discuss training requirements.

3. Define the following terms

    journeyman carpenter

    apprenticeship

    blue prints

    scaffold

    foreman

4. Discuss the relevancy of some academic subjects to this job. (mathematics,reading)

5. Research this field for:

    a. training requirements

    b. working conditions

    c. personal requirements

    d. salaries and advancements

    e. future

Materials

1. Pamphlets

    a. Jobs in Building Construction Trades - Science Research Associates, 230 E. Erie Street, Chicago, Illinois.

    b. Occupational Briefs

2. Books

    a. Carpenters - Occupational Outlook Handbook, Government Printing Office, Washington, D.C.

    b. The Boy's Book of Tools - Yates, Raymond F., Harper, New York, New York

    c. Careers in the Construction Field - Angel, Juvenal, World Trade Academy Press, New York, New York

    d. Young Scientist Looks at Skyscraper - Bur, George, McGraw-Hill, 330 W. Forty-second Street, New York, New York 10036

LESSON - REFRIGERATION

Concept

1. To give the students some idea of how refrigeration can be used as a career
2. To give the students an understanding of the importance of refrigeration in today's society

Activities to develop concepts

1. Invite a person from the community to speak to the class on refrigeration and the job opportunities in this field
2. Have the students make a list of ways refrigeration is used in the community and discuss in class
3. Tour industry where refrugeration is in use
4. Show film on refrigeration

Materials

1. Film
    a. Mechanical Refrigeration - How It Works - Vocational Agriculture Teaching Aid Library. Agriculture Education Department, Jackson, Mississippi

BUSINESS, MARKETING, MANAGEMENT

The business, marketing and management field is of great importance to our present day student. A workable knowledge of this area is a must for all students and not just for those planning careers in this fast growing field.

The economic problem of the past, present, and future still remains in how man can use his limited resources to satisfy his unlimited wants. We must learn the proper handling of our incomes and resources.

Our business, marketing, and management worlds are always seeking to improve themselves and their products and to make these products more appealing to the public. Opportunities are available in all three areas and the earning potential often falls in the unlimited category. The variety of opportunity open to the potential worker in these areas is excellent and future growth is bright.

It is hoped that the following units of study might spark the interest of the students to further study the career choices offered by business, marketing and management.

LESSON - SMALL BUSINESS OPERATORS

Concepts

1. To learn about the various small businesses in the community.
2. To develop an understanding of how to get started in one's own business.
3. To become familiar with the personal qualifications of a small business operator.

Activities to develop concepts

1. Discuss with the students why and how a person goes into business for himself.
2. Have operators of businesses in the community come in to speak to the students on problems that arise that the students do not realize.
3. Visit several of these businesses in the community.
4. List some small businesses in your community.
5. Discuss the future of this career choice.
6. Discuss the franchise 'boom' as it relates to this field.

Materials

1. Chalkboard
2. Guest speakers
3. Field Trips
4. Book
    a. The Franchise Boom - Kursh, Harry, Prentice-Hall, Englewood Cliffs, New Jersey

LESSON - SALES AND SALESMANSHIP

Concepts

1. To acquaint the student with the career opportunities offered in the field of salesmanship.
2. To show income and advancement possibilities to anyone entering this area of work.
3. To present as much information as possible to help the student have a better and more complete knowledge of salesmanship.

Activities for developing concepts

1. Using faculty to show the value of the following courses to "would-be" salesmen or sales ladies.
    a. English
    b. Psychology
    c. Logic
    d. Letter Writing
    e. Commercial Subjects
2. Role playing
    a. Students playing customer and salesman roles in simulated store conditions -- situations for informal discussion and improvements.
3. Outside speakers and resource people
    a. Salesmen and/or sales ladies who are considered successful in their specific fields --- insurance, clothing, etc.

b. Persons who stress importance of personal appearance and its great value to sales.

c. Stressing the importance of the personality in this type of work.

4. If possible work out, with community, opportunities for students to spend time (one on one basis) with various sales people.

5. All types of sales techniques presented to students for evaluation and discussion.

6. Student evaluations of a number of sales persons and their techniques as observed and presented to the class discussion purposes.

Materials

1. Sales courses as offered by local stores.

2. Examples of training programs (insurance, real estate, etc.)

3. Local newspapers to study advertisements.

4. Study of commercials on local radio and TV.

LESSON - DESIGN IN ADVERTISING

Concepts

1. To show the job opportunities in the area of advertising design.
2. Make a special appeal to the student interested in this area who has art and design interests.

Activities for developing concepts

1. Use of faculty---particularly wood shop and art teacher to explain contributions their fields can make in this vocational area.
2. Use of outside speakers who are experts in advertising design.
3. Actual design and making of signs and displays -- to be judged by community committee.
4. Comparison of display and design techniques used in the community.
5. Design and display fair---might be for PTA night, etc.
6. Competition between schools or classes in advertising display and signs.

Materials

1. All needed type of materials for actually making displays, signs, etc.
2. Local newspapers.
3. Shop area in schools or special area for work area for display and design work.

LESSON - SUPERMARKET OPPORTUNITIES

Concept

1. Showing the many and varied opportunities in the retail food supermarket.
2. To acquaint the student with promotional opportunities in this type of work.
3. A providing of general knowledge of the food supermarket.

Acitivities for developing concepts

1. Field trips to local food stores from the large chain supermarket to one owner --- one stop type of store.
2. Detailed study of the following areas of supermarket work.
    - a. bag boy
    - b. stock boy
    - c. aisle boy
    - d. cashier or checker
    - e. department manager
    - f. butcher
    - g. produce manager
    - h. assistant store manager
    - i. store manager

   This detailed study may be done by visitation and reporting by the student, representatives of each area speaking, representative of one area speaking to show the importance and inter-relationship of several areas. Also in any other way the coordinator might feel is adequate in developing interest and knowledge.

3. Visits and speakers representing the small markets.

4. Comparisons of large chain supermarkets as to salaries, promotion policies, fringe benefits, etc.

Materials

1. Work policy brochures of local area stores.

2. Any outstanding local features as some of these materials will vary with different areas.

3. Application forms of food supermarkets for comparison purposes as to types, etc.

4. Any materials of any type available from food retail stores that better explain about them and the way in which they operate.

LESSON - DEPARTMENT STORE OPPORTUNITIES

Concepts

1. To show many and varied opportunities for jobs found in locally owned and chain department stores.

2. To help students understand the different levels of ability of various jobs found in department stores,

Activities for developing concepts

1. Discuss the advantages and disadvantages of the following two methods of store operation.

    a. leasing departments

    b. complete operation under one manager (sole ownership)

2. Breakdown of store into departments and study of each.

    a. appliances

    b. men's wear

    c. ladies' wear

    d. children's wear

    e. teen age area

    f. shoe department

    g. millinery department

    h. business office

    i. all other departments -- making sure that complete coverage is given.

3. Outside speakers

    a. store manager

    b. department managers

    c. security forces

4. Discussion of line of operational responsibilities from manager to maintenance.

5. Panel discussions of opportunities presented by this type of work operation.

6. Secure permission of the manager of a department store for a student to follow a worker around for several hours to become acquainted with a typical work situation.

Materials

1 Publicity brochures for stores in general.

2. Publicity brochures for departments of stores.

3. In—store training procedures for each section and for the store itself.

4. Use of stores' training methods in simulated classroom created stores.

5. Counters, cash register, display goods for simulated store procedure practice.

LESSON - HOTEL MANAGEMENT

Concepts

1. To help the students understand how hotel management can be used as a career.
2. To expose the students to motel conditions.
3. To make the student aware of employment in the community or city.
4. To help the student to understand the prepartion necessary to use hotel management as a career.

Activities to develop concepts

1. Distribute pamphlets to students and discuss how motels are operated.
2. Ask the student to make a list of the motels in the area and also the jobs available in the motel. Discuss.
3. Tour the motels to permit students to see actual operation of the business.
4. Invite a resource person to come to class and discuss the operation of the business.

Materials

1. Magazines
    a. Hotel Management - 845 Chicago Avenue, Evanston, Illinois 60202
    b. The National Magazine of Motel Management - 306 East Adam Avenue, Temple, Texas 76502

LESSON - SECRETARIAL WORK

Concepts

1. To show need for secretaries in business, marketing and management.
2. To show skills necessary in becoming an efficient secretary.
3. To show job opportunities in this work area.

Activities for developing concepts

1. Visits to Office Occupations classes to observe various secretarial techniques and to help students decide if this type of work should be their choice.
2. Learning knowledge of many kinds of business machines involved in the secretarial world. Operating procedures could be shown by members of the business and commercial departments. Slight working knowledge of machines would be all that would be needed at this time.
3. Outside speakers
    - A. Business men explaining what they expect in secretarial work. Both large and small businesses should be represented.
    - B. Secretaries who would give the secretarial point of view.
        - a. grooming
        - b. what bosses expect
        - c. duties in addition to regular assigned duties
        - d. others

4. One on one sessions with commercial teacher --- question and answer type of session.

5. Field trips to various businesses to see all types of secretarial work in actual operation.

6. Meetings with counselors and coordinators to discuss interest potential of students.

7. Introductry practice on school business machines for the students who have shown an outstanding interest in this type of work.

Materials

1. Job opportunity bulletins explaining secretarial work.

2. All types of business machines in the school commercial department.

3. All materials found under business listings in bibliography.

CURRENT REFERENCE MATERIAL

Coordinators of vocational programs must maintain an up-to-date file of resource materials. This is also true of the WECEP Coordinator. Materials related to the World of Work become outdated at a very fast pace. The use of obsolete material in the related class will only provide more misinformation to a group of young people already lacking in current information, who desperately need to know the score as it exists TODAY. And these are the young people who will be quick to recognize 'stale' materials. If the WECEP Coordinator must use, temporarily, outdated materials, he must use them cautiously and accept their limitations.

The following pages list some materials that have been found to be very appropriate for the related class in the WECEP program. They, too, can become out-of-date rather rapidly so make purchases with caution. Check the copyright or last printing date before deciding to add anything to your library. Also included are some national sources of occupational materials. The coordinator's name should appear on as many mailing lists of publishers and governmental bureaus as possible. Ask the librarian in your school to alert you to any new materials relating to occupational or career information.

Of course, none of this material will receive maximum use unless a plan for filing and storing has been developed that will give the consumer a panoramic view of what is available as well as a survey of occupations related to his interests and abilities. A good filing plan will contribute to the career-planning process.

PLANNING A CAREER

(Pamphlets, Leaflets, Kits, and Books)

Science Research Associates, 259 East Erie Street
Chicago, Illinois 60611

Careers for High School Graduates
Occupational Exploration Kit (gr. 9-12)
What Good is High School? by G. Mowrer and G. Clark
Work (Widening Occupational Roles Kit) 400 job briefs, 5 filmstrips, 5 student guide books)
Job Experience Kits (20 work-simulation kits)
Careers for Women (85 occupational briefs, 5 job family booklets)
How to Increase your Self-Confidence by C. Gilbert Wrenn
Getting Along With Others by Helen Shacter
Discovering Your Real Interests by B. Paulson & G.G. Kuder
Your Personality and Your Job by Daniel Sinick
What Good is Math? by W. Norris and W. Manheimer
Our World of Work by S. L. Wolfbein & H. Goldstein
What Could I Be? by W. M. Lifton
Choosing Your Career by J. Anthony Humphreys
How to Get the Job by Mitchell Dreese
The Job Ahead

McGraw-Hill Book Company, 330 West 42nd Street, New York,
New York 10036

How To Survive on a Job
The Value of Training
Being on Time
Finding a Job
Your Job and Your Future (workbooks 1 & 2) by Olsen
Deciding to Find a Good Job
Doing Your Best
What Job For Me (series)
Planning Your Career

J. G. Ferguson Publishing Company, Chicago, Illinois

You and Your Job - (consisting of 5 student booklets and Teacher's Manual.)

Educational Design, Inc. of New York for the Mind Project, National Association of Manufacturers, Reading, Massachusetts; Addison-Wesley Publishing Company, 1966.

How to Get a Job

Ellis, E., A. Cohen, and B. Siegel, New York: Hobbs, Dorman and Company, 1966

How to Fill Out Application Forms

U. S. Government Printing Office, Washington, D. C. 20402

Occupational Outlook Handbook
Occupational Information For Counselors (15¢)
Dictionary of Occupational Titles, Vols. I & II
Handbook on Women Workers
Your Social Security, No. FS 3:35;35
Occupational Outlook Quarterly
(A complete list of publications is contained in the catalog "Occupational Outlook Publications" available free of charge from the bureau.)
Selected Materials (lists)
Guide to Local Occupational Information
Manpower Research and Training under the Manpower Development and Training Act.
Handbook for Young Workers, Bulletin No. 271
Career Guide for Demand Occupations
Preparing Disadvantaged Youth for Work
The National Apprenticeship Program
School or What Else?
Guide to Occupational Information, April, 1966 Edition (Manpower Administration)
Choosing Your Occupations

Bureau of Employment Security, U. S. Department of Labor, 1965, Washington, D. C. 20210

School or Else, 10 pp.

National Committee on Employment of Youth, 145 East
32nd Street, New York, New York 10016

Occupational Work Experience

Household Finance Corporation, Money Management Institute,
Prudential Plaza, Chicago, Illinois 60601

Your Savings and Investment Dollar

Follett Educational Corporation, 1018 W. Washington Blvd.,
Chicago, Illinois 60607 by Turner-Livingston Reading
Series

- The Money You Spend
- The Town You Live In
- The Jobs You Get
- The Person You Are
- The Friends You Make
- The Family You Belong To

Turner Career Guidance Series

- Wanting A Job
- Training For A Job
- Starting A Job
- Looking For A Job
- Holding A Job
- Changing A Job

Steck-Vaughn Company, P. O. Box 2028, Austin, Texas
78767

A Job For You by Phyllis Dubnick

American Book Company, 300 Pike Street, Cincinnati,
Ohio 45202

I Find, Follow and Finish by J. Franco, W. Penwell,
F. Rosen, W. Rydell, and D. Sharkey
I Earn, Explore and Excel by J. Franco, W. Rydell and
W. Padelford

Harcourt, Brace & Jovanovich, Inc.,757 Third Avenue
New York, New York 10017

People and Choices

Sextant Systems, Inc., Western Station, Box 4283
Milwaukee, Wisconsin 53210

Career Preparation Kit (400 job cards)

Charles E. Merrill Publishing Company, College Div.,
1300 Alum Creek Drive, Columbus, Ohio 43216

Kemp, Barbara H., Washington: U. S. Government Printing Office, 1966

The Youth we Haven't Served, A challenge to Vocational Education

Gowan, John and George Demos, Eds., Springfield, Illinois Charles Thomas, 1966

The Disadvantaged and Potential Dropout: Compensatory Educational Programs.

Havighurst, Robert J., Boston: Allyn and Bacon, Inc., 1966

Education in Metropolitan Areas

Gordon, Edmund and Daxey Wilderson, New York: College Entrance Examination Board, 1966

Compensatory Education for the Disadvantaged, Program and Practices: Pre-school through College.

Milady Publishing Corporation, 3829 White Plains Road
Bronx, New York 10467

Write for their catalog of materials available. for male and female.

Roberta Roesch, Macrae Smith Company, 1965, 225 South 15th Street, Philadelphia, Pennsylvania 19102

Money, Jobs, and Futures: A Guide for Young People on the Move

Passow, Harry, New York: Teachers College, Columbia University, New York, New York 10027 1963

Education in Depressed Areas.

Hatch, Parmentier, & Steffire, McKnight & McKnight, 1962, Bloomington, Illinois

Planning Your Life's Work
Selecting an Occupation, by Calvin S. Sifferd
Succeeding In The World of Work

New York State Employment Service, New York State Department of Labor, 370 - 7th Avenue, New York, N.Y. 10010

The High School Senior's Choice: School or Job 1964
Why Young People Fail to Get and Hold Jobs, 1964
How to Get and Hold the Right Job, 1965
How to Sell Yourself to an Employer, 1962

Collier's Encyclopedia, Collier MacMillan Library Division, 60 - 56th Avenue, New York, New York

You and Your Career

Chronicle Guidance Publications, Moravia, New York 13118

You and Your Job, 1964
Choosing Your Occupation, 1963

The MacMillan Company, Publishers, 60 Fifth Avenue
New York, New York 10011

You and Your Job 1962
Getting the Job You Want, C. R. Boll, 1965

Sarah Splaver, Julian Messner, Inc., 8 West 40th Street,
New York, New York 10018

Your Career - If you're not going to College, 1963

South-Western Publishing Company, Inc.,5101 Madison
Road, Cincinnati, Ohio 45227

Visual Aids and Reading References on Business Careers,
(Monograph 84)

B'nai B'rith Vocational Service, (Cartoon Series) 1640
Rhode Island Avenue, N. W., Washington, D. C. 20036

Choosing Your Life Work
Finding Your Job
Getting Ahead on Your Job

Lawrence W. Hess, Vantage Press, 120 West 31st Street,
New York, New York

How Will I Earn My Living?, 1962

Willard K. Lasher, American Technology Society, 848
East 58th Street, Chicago, Illinois 60637

How You Can Get a Better Job, 1964

G. L. Gardner, Harper and Row, Publisher, Inc., 49
East 33rd Street, New York, New York

How You can get the Job you Want, 1962

Bureau of Employment Security, Department of Labor,
Washington, D. C. 20210

Job Guide for Young Workers: 1963-1964

Careers, Inc., P. O. Box 135, Largo, Florida 33540

Industrial Careers Kit (150 career briefs, summaries, reprints, posters)
Science and Engineering Careers Kit (120 career briefs, summaries, reprints, posters)
Desk-Top Career Kit (900 career tab cards)
Business Careers Kit (120 career briefs, summaries, reprints, posters)
Health Careers Kit (120 career pamphlets)

H. C. Johnson Press, Occupational and Adult Education
Division, P. O. Box 4156, 1800 Broadway, Rockford,
Illinois 61110

Occupational Essentials, Skills and Attitudes for Employment

Public Relations Staff, General Motors, Detroit, Michigan
48202

How The Wheels Revolve
Adventures of the Inquiring Mind
Can I Get the Job?

Educational Planning Associates, Inc., 2007 South
MacArthur, Springfield, Illinois 62704

Match, Career Decision Making by Computer

State of Illinois, Department of Labor, 160 North
LaSalle Street, Chicago, Illinois 60601

Employment of Student Learners

General Electric Company, Educational Relations, Room 901
570 Lexington Avenue, New York, New York 10022

Career Guidance Posters

Bureau of Internal Revenue, Department of the Treasury,
Washington, D. C. 20220

Social Security Charts, (Kits, 32' x 44' charts, teacher pamphlets.)

U. S. Government Printing Office, Superintendent of Documents, Washington, D. C.

Your Federal Income Tax For Individuals, 128 pages

National Committee on Employment of Youth, 145 East
32nd Street, New York, New York, 10016

Just a Minute ... Are you thinking about a Job?, 1960

American Personnel and Guidance Association, 1605
New Hampshire Avenue, N. W., Washington, D. C. 20009

How to Express Yourself Vocationally, 1961

(Films and Filmstrips)

Singer SVE, 1345 Diversey Parkway, Chicago, Illinois
60614

Successful Student (6 filmstrips)
Foundations for Occupational Planning (5 filmstrips)
Industry In 20th Century America (5 filmstrips, 3 records)
Vocational Decisions (3 filmstrips, 2 records)

International Film Bureau, 475 Fifth Avenue, Suite 916
New York, New York 10017

Crystal Ball (1 filmstrip, 1 record)

Bowmar, 622 Rodier Drive, Glendale, California

Cabbages to Kings and Various Things (6 filmstrips)
Jobs for the Now Generation (6 filmstrips, 3 records)
The Age of Electronics (6 filmstrips)
Compassion for People (6 filmstrips)
The Money Tree (6 filmstrips)
The Nation's Builders (6 filmstrips)

Eastman Kodak Company, 343 State Street, Rochester,
New York 14650

You're on the Team, MP-So-Col-20 minutes

Encyclopedia Britannica Films, Inc., 1150 Wilmette
Avenue, Wilmette, Illinois 60091

Office Etiquette, MP-So-15 minutes

Coronet Instructional Films, 65 E. South Water Street,
Chicago, Illinois 60601

Personal Qualities to Job Success, MP-So- 11 minutes
How to be Well-Groomed, MP-So- Col/BW- 10 minutes
How to give and take Instructions, MP-So-16mm- Colored 11 minutes
How to Investigate Vocations, MP-So-16mm- 11 minutes Colored
How to keep a Job, MP - 11 minutes
Your Job: Getting Ahead sound/color; 16 minutes
Your Job: Good Work Habits sound/color; 13 1/2 minutes
Your Job: You and Your Boss sound/color: 16 minutes
Your Job: Finding The Right One sound/color; 13 1/2 minutes
Your Job: Applying For It sound/color: 13 1/2 minutes
Your Job: Fitting In sound/color; 16 minutes
Black Americans at Work (6 filmstrips, 6 cassettes, 1 manual

Society for Visual Education, Inc., 1345 West Diversey
Parkway, Chicago 60614

Polish Up Your Personality, FS--Si

Business Education Films, 4607 - 16th Avenue, Brooklyn,
New York, 11204

Public Relations, MP-So-16mm - 17 minutes - BW

McGraw-Hill Book Company, Inc., 330 West 42nd Street,
New York, New York 10036

Human Relations in Supervision, 24FS-So-6 minutes per filmstrip
Jobs For Women: Where Are You Going Virginia? sound/color: 14 minutes
Jobs and Advancement: On The Move sound/color: 14 minutes

McGraw-Hill Textfilms, 330 West 42nd Street, New York,
New York, 10036

New Career Opportunities - 41 frames, B/W Filmstrip, Summary: Discusses new career opportunities that the modern age has created.

The Gossip - 14 minutes, 16mm, B/W Film, Summary: The intriguing dramatization of a high school situation in which gossip leads to distressing misunderstandings among friends.

The Trouble Maker - 14 minutes, 16mm., B/W film, Summary: The dramatic story of a boy who turns trouble maker as a means of satisfying his own needs. Designed to show the interaction between the troublemaker and his peer group and to stimulate class discussion of what makes him behave that way.

Guidance Associates, Pleasantville, New York, New York
10570

Preparing for Jobs of the 70's, two parts: 15 minutes and 14 minutes, 16mm. B/W film, 1967 catalog, Summary: Investigates changing economic and cultural patterns as we move toward the 70's and relates them to education and training required today to meet the needs of the next decade. Discusses the opportunities that lie ahead.

Preparing for the World of Work, two parts: 12 1/2 min. and 16 1/4 minutes; 16mm, B/W film, 1967 catalog, Summary: Vocational educational opportunities for high school students.

Job Attitudes: Liking Your Job and Your Life (4 filmstrips 2 records, 1 manual)
What You Should Know Before You Go To Work (2 filmstrips, 2 cassettes, 1 manual)
Job Attitudes: Why Work At All? (1 filmstrip, 1 record, 1 manual)
Your Job Interview (2 filmstrips, 2 cassettes, 1 manual)
Getting and Keeping Your First Job (2 filmstrips, 2 cassettes, 1 manual)

Choosing Your Career (92 filmstrips, 2 cassettes, 1 manual)
Dropping Out: Road to Nowhere, (2 filmstrips, 2 cassettes, 1 manual)
Four Who Quit, (2 filmstrips, 2 cassettes, 1 manual)
Job Attitudes: A job That Goes Someplace, (2 filmstrips, 2 records, 1 manual)
Job Attitudes: Trouble At Work; (4 filmstrips, 2 records, 1 manual)

Encyclopedia Britannica Films, 1150 Wilmette Avenue,
Wilmette, Illinois, 1963 catalog.

Getting a Job, 16 minutes, 16mm., B/W film no. 781 Summary: Leads which are open to high school students in search of a job. Aids to job hunters.

Planning Your Career, 16 minutes, 16mm., B/W film, No. 671 Summary: Learning about yourself, about vocations that interest you and comparing your interests and abilities with the requirements of selected vocations.

Bureau of Audio-Visual Instruction, P. O. Box 2039, 1312
West Johnson Street, Madison, Wisconsin

I Want a Job, 22 minutes, 16mm., B/W film, 1965, Summary: Suggestions for mental attitudes, appearance, and manner in seeking employment. Interviews of several applicants in the employment office of the Cobalt Corporation. After the interviews, the narrator and the personnel manager discuss the applicant.

University of Colorado, National Tape Repository, Bureau
of Audio-Visual Instruction, Boulder, Colorado

Occupations in Your Community, 15 minutes, 16mm., B/W films, Summary: Where to look for jobs. Home town suggested.

Marti, D. B., Prentice-Hall Inc., 1962, IPS P. O. Box 900
Educational Book Division, Englewood Cliffs, N. J. 07632

Income Tax and Social Security Course, 16 Edition

Coronet Films, 65 East South Water Street, Chicago, Ill.

Personal Qualities for Job Success, 11 minutes, 16mm., B/W film, Summary: Personality requisites for job success for high school graduates: initiative, personal appearance, business-like work habits, willingness to accept criticism, ability to get along with people. Studies several interviews with high school graduates.

U. S. Office of Education, Division of Vocational and Technical Education, Washington, D. C.

Wnere the Action is, 30 minutes, 16mm., color films, Summary: Provides an excellent description of the advantages of vocational and technical education.

Associated Films, Inc., Randolf, Wisconsin, 1966 catalog

The Big Question, the Choosing of Your Career, 28 minutes 16mm., B/W film, Summary: Tells how two high school students went about choosing their careers. They learn how to take inventory of themselves.

Equitable Life Insurance Company of Iowa, Des Moines, Iowa 50306

Medicare and Social Security Benefits, 1966

U. S. Social Security Administration, Washington, D. C. 20201. Social Security Teaching Aids, consisting of Wall Charts, Benefit Tables, etc.

Health, Insurance for People 65 or older., No. OASI-1965-1 Your Social Security, No. OASI-35

Prentice-Hall, Inc., Englewood Cliffs, N. J., 158 pages

Income Tax and Social Security

U. S. Department of Health, Education, and Welfare. Social Security Administration, Washington: U. S. Government Printing Office, 47 pages

A Brief Explanation of the Social Security Act, I.S.C.-1, July 1957

U. S. Department of Health, Education and Welfare. Bureau of Old-age and Survivors Insurance, Washington: U. S. Government Printing Office

Your Social Security Old-Age and Survivors Insurance Under the Social Security Law, OASI, 35, 43 pages

U. S. Department of Health, Education, and Welfare, Washington: U. S. Government Printing Office

Social Security in the United States, 60 pages

U. S. Department of Health, Education and Welfare, Social Security Administration, Washington: U. S. Government Printing Office

The Family's Stake in Social Security, OASI-80, November, 1956 (0-406517)

United States Department of Health, Education, and Welfare, Social Security Administration, Baltimore, Maryland, 21235

Sam'l and Social Security, 7 3/4 minutes, color
The Social Security Story, 14 minutes, color
You and Medicare, 27 minutes, color

Loan: local offices of the Social Security Administration

(Charts and Posters)

Careers, Inc., 259 East Erie Street, Chicago, Illinois, 60611

Student Attitude Builders (20 multi-colored posters)

SOURCES OF EDUCATIONAL MATERIALS

American Bankers Association, 12 East 36th Street, New York
New York 10016

American Data Processing, Inc., 2200 Book Tower, Detroit,
Michigan 48226

American Economic Foundation, 51 East 42 Street, New York,
New York 10017

American Management Association, 135 West 50 Street, New
York, New York 10020

Association Films, Inc., 600 Madison Avenue, New York,
New York 10022
Branch Offices: 600 Grand Avenue, Ridgefield, N.J.
07657

561 Hillgrove Avenue, LaGrange,
Illinois 60525

1621 Dragon Street, Dallas, Texas
75207

25358 Cypress Avenue, Hayward, Calif.
94544

Audio-Visual Research, 523 South Plymouth Court, Chicago
Illinois

Automation Institute Publishing Co., 821 Market Street
San Francisco, California 94544

B'nai B'rith Vocational Service, 1640 Rhode Island Avenue,
N. W. Washington, D. C. 20036

Business Education Films, 4607 - 16 Avenue, Brooklyn,
New York 11204

Business Teachers Guide, P. O. Box 114, Conway, N. H.
03818

Champion Paper and Fiber Company, Hamilton, Ohio 45013

Continental Illinois National Bank and Trust Company,
231 South LaSalle Street, Chicago, Illinois 60690

Coronet Instructional Films, 65 East South Water Street,
Chicago, Illinois 60601

Ditto, Inc., Harrison at Oakley Blvd., Chicago, Illinois
60612

Education Research Committee, 777 - 14th Street, Washington
20005

Educators Progress Service, Randolph, Wisconsin 53956

(Educators Guide to Free Films)

Encyclopedia Britannica Films, Inc., 1150 Wilmette Avenue,
Wilmette, Illinois 60091

IBM Corporation, 590 Madison Avenue, New York, New New York
10022

Illinois State Employment Service, 165 North Canal Street,
Chicago, Illinois 60606

Institute of Life Insurance, 277 Park Avenue, New York,
New York 10017

Internal Revenue Service, U. S. Department of the Treasury,
Washington, D. C. 20220

Metropolitan Life Insurance Company, 1 Madison Avenue, New
York, New York 10010

Modern Talking Picture Service, 3 East 54 Street, New York
New York 10022

National Education Visuals Company, Inc., 342 Madison Avenue,
New York, New York, 10017

National Employment Services Institute, 1750 Pennsylvania
Avenue, N.W. , Washington, D. C. 20006

National Reform Association, 109 Monitor Avenue, Pittsburgh, Pa.

Poster Visual Aids, 58 Union Street, Milford, New Hampshire, 03055

Prentice-Hall, Inc., Englewood Cliffs, New Jersey 076-32

(Check List Of All Available Teaching Aids)

Social Security Administration, 528 South 5 Street, Springfield, Illinois 62701

Sterling Movies U.S.A, Booking Office, 43 West 61 Street, New York, New York 10023

Superintendent of Documents, U. S. Government Printing Office, North Capitol between G & H Streets, N. W., Washington, D.C. 20502

Teaching Aids, Inc., P. O. Box 3527, Long Beach, California 90803

U. S. Chamber of Commerce, AV Services Department, 1615 H Street, N.W., Washington, D. C. 20202

U. S. Department of Agriculture, Forest Service, Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402

U. S. Department of Health, Education, and Welfare, Office of Education, Washington, D. C. 20202

U. S. Government Printing Office, North Capitol between G & H Streets, N.W., Washington, D. C. 20402

BANKING

(Pamphlets, Leaflets, Kits, and Books)

American Bankers Association, Banking Education
Committee, 90 park Avenue, New York, New York 10016

A.B.A Film Guide
List of Materials on Money and Banking For Elementary Schools
This is Your A.B.A. School Kit
Using Your Money Wisely 1967
You, Money, and Prosperity 1964
How Banks Help 1962
Personal Money Management 1962
The Story of American Banking 1963
Using Bank Services 1961
You and Your Bank
Money and You

A. P. Newsfeatures, 50 Rockeffeller Plaza, New York,
New York 10020

Make Every Dollar Count, by Mary Feeley

Council for Advancement of Secondary Education,
1201 Sixteenth Street, N. W, Washington, D. C. 20036

Money and Banking in the American Economy, by Weldon Selfing, 1960 (C.A.S.E. Economic Literacy Series No. 3)

Federal Reserve Bank of Chicago, P. O. Box 834, Chicago,
Illinois 60690

The Two Faces of Debts, by Dorothy Nichols

Federal Reserve Bank of New York, Public Information
Department, Federal Reserve P. O. Station, New York,
New York 10045

Keeping our Money Healthy 1966
Money: Master or Servant? 1966

Federal Deposit Insurance Corporation, Office of
Education and Publications, 550 - 17th Street,
N. W. Washington, D. C. 20429

FDIC - Symbol of Confidence

Federal Reserve Bank of Richmond, Richmond, Virginia
23213

You and Your Money 1959

Human Relations Aids, 104 East 25th Street, New York, N.Y.

The Many Faces of Money, by Edith G. Neisser

(Charts)

Marine Midland Bank, Advertising Department,
Fourth and Grand Streets, Troy, New York 12181

The Check Explained - a wall chart

(Films and Filmstrips)

American Bankers Association, Public Relations Committee
Park Avenue, New York, N. Y. 10016

Banking in Action, 20 minutes, color, Loan: Association Films
Banking on Farmers, 18 minutes, color, Loan: Association Films
Paying by Check, 14 1/2 minutes, color
Personal Money Management, 13 minutes, black and white, Loan: Association Films
Your Town, 14 1/2 minutes, color

(all 16 mm.)

(Films and Filmstrips)

Coronet Instructional Films, 65 East South Water Street,
Chicago, Illinois 60601

Better Choice of Words MP.
How to Write Effectively MP - So - 16MM - BW - 11 minutes.

Business Education Films, 4607 - 16th Avenue,
Brooklyn, New York 11204

Correct Telephone Usage MP - So - BW - 19 minutes.

McGraw-Hill, 330 West 42nd Street, New York, New York
10036

Is There Communication when you Speak? MP.
Effective Listening MP - So - BW - 15 minutes.
Business Etiquette Series 11FS - BW.

Bell Telephone Company, 140 West Street,
New York, New York, 10012

Teletrainer Equipment and Materials
Your telltale Voice MP.

Jam Handy Organization, 2821 East Grand Boulevard
Detroit, Michigan 48211

Using Parts of Speech Si-35mm FS Col.

Indiana Bell Telephone Company, 240 North Meridian Street,
Indianapolis, Indiana 46204

Manner of Speaking, A. MP-So - BW - Col. - 28 minutes.

CONSUMER EDUCATION

(Pamphlets, Leaflets, Kits, and Books)

Better Business Bureau, Education Division,
430 North Michigan Avenue, Chicago, Illinois 60611

Automobiles on the Installment Plan
"Beware the Busher" ... Says the Better Business Bureau
Don't Fall for These Gimmicks
The Great Sewing Machine Racket
Home Imporvements
How to Enjoy Windows and Doors
The Old Time Medicine Man has a Deadly New "Cure"
Room Air Conditioners
Rugs and Carpeting
Termite Control
They Can't Get it for you Wholesale
Tips for Homeowners
Too Good to be True: A story about Bait Advertising
Wolves Wait at the Factory Gate
Buying a Car (Why Gamble?)
Discounts: From What? With What? Without What? So What?
Garnished?
Health Quackery
Horrors in Storm Windows
Money at Home Schemes
Photo Schemes
Public Service of Private Business in the Public Interest
Safeguard No. 9 in the series, Your Money's Worth
Things you should know about the Purchase and Servicing
 of T. V. Sets
27 Questions for Home Owners regarding Repairs, Remodeling,
 Roofing, Residing, and Home Imporvements

Better Homes and Gardens (Family Money Management Publications) Department A, Reader Service, Des Moines, Iowa 50303

Understanding and Using Economics

California State Consumer Council Office, State Capitol Building, Sacramento, California

Tomorrow's Families

Channing L. Bete Company, Box 112, Greenfield, Mass.

The ABC's of Home Furniture
About Extended Care (Medicare)
Medicare and You; How it Helps Pay Hospital and Doctor Bills
You and Home Health Care (Medicare)
The ABC's of Life Insurance; a scriptographic booklet
Social Security and You
What Everyone Should Know about Health Insurance; a scriptographic booklet., 1966
You and your Life Insurance Agent; a scriptographic booklet, 1966

International Consumer Credit Association, 375 Jackson Avenue, St. Louis, Missouri 63130

How to Use Consumer Credit Wisely

J. C. Penney Co., Inc., Educational and Consumer Relations, 1301 Avenue of the Americas, New York, N.Y. 10019

Consumer Buying Guides
Financing a New Partnership

Joint Council on Economic Education, 1212 Avenue of the Americas, New York, New York 10036

[illegible]omics and the Consumer, 1966
[illegible]onomic Ideas and Concepts, 1964

Kansas State University, Department of Home Economics
Manhattan, Kansas

Consumer Pocket Book in Print, 1966, by Clifford R. Beck
Truth in Lending, by Richard Morse, 1966

Meredith Publishing Company, Des Moines, Iowa 50303

Understanding and Using Economics, by Martin Meyer

Merrill, Lynch, Pierce, Fenner and Smith, Inc., 70 Pine St.
New York, New York, 10005

About this Stock and Bond Business: What Everybody Ought to Know
How to Read a Financial Report, 1962
How to Buy Stocks, 1962
How to Invest in Stocks and Bonds, 1965

National Association of Secondary School Principals,
Consumer Education Study, 1201 Sixteenth Street, N.W.,
Washington, D. C. 20036

The Consumer and The Law, by S. G. Getz, 1946
Learning to Use Advertising, 1960
Using Consumer Credit, by Gladys Bahr, 1947
Effective Shopping
Managing Your Money, by E. H. Goldstein

National Canners Association, Consumer Service Division,
1133 Twentieth Street, N. W., Washington, D. C. 20036

It's on the Label, 1961

U. S. Federal Trade Commission, Washington, D. C. 20580

The Consumer's Right to Know: Political Rhetoric or Economic Reality
Fight Back: The Ungentle Art of Self Defense
Guides Against Debt Collection Deception
Investigate, Stop, Look, Says Federal Trade Commission
Our Most Urgent Task: To Protect the Consumer Needs of our Poverty Stricken Families
Deception in the Market Place of the Poor: The Role of F.T.C.
Guides Against Deceptive Packaging
Guides Against Bait Advertising
Let's Join Hands to Prevent Consumer Deception

New York Stock Exchange, 20 Broad Street, New York,
New York 10005

Portfolio of Teaching Aids
Understanding the New York Stock Exchange, 1965

New York Stock Exchange, Department of School and College Relations, 11 Wall Street, New York, New York 10005

New York Stock Exchange Fact Book, latest edition
You and the Investment World, 1965
Understanding Preferred Stocks and Bonds, 1965
How and Why People Buy Stocks
The Language of Investing - a Glossary, 1966
Understanding Financial Statements, 1965

The Northern Trust Company, 50 South LaSalle Street,
Chicago, Illinois 60690

Laws of Descent

Public Affairs Committee, 381 Park Avenue, South
New York, New York, 10016

Buyer, Be Wary, by Sidney Margolius, 1965
How to Finance Your Home, by Sidney Margolius, 1964
Investing for Income and Security, by Stewart, 1961
A Guide to Consumer Credit, by Sidney Margolius, 1963
How to Stretch Your Money, by Sidney Margolius, 1960
Medicare - Benefits and Gaps; Social Security - Your Rights by Margolius, 1966

Rubber Manufacturers Association, 444 Madison Avenue
New York, New York

How to get the most out of Automobile Tires

Science Research Associates, 259 East Erie Street
Chicago, Illinois 60611

Understanding Our Economy, by G. McCloskey

Steck-Vaughn Company, P. O. Box 2028, Austin, Texas 78767

You and Your Money, by Dorothy Goble
Where Does The Money Go?, by H. Spritze and P. Rotz

U. S. Government Printing Office, Washington, D. C. 20402

Be a Good Shopper, No. A43. 2:sh7, 1965
Consumer Protection Drugs - Cosmetics, No. FS 13.102:
  C76/pack B (17 books)
Credit, Master or Servant?
Facts for Consumers, Food Additives, No. FS 13.111:10/2
An F.H.A. Quick Guide to Buying a House, No. HH 26/6:H
  75/4/1966
Food for the Young Couple, No. A1. 77:85
A Guide to Budgeting for the Young Couple, No. A1.77:98
Managing Your Money, No. A1.77, 1964
Read the Label on Foods, Drugs, Devices, Cosmetics, and
  Household Chemicals, No. FS 13.111:3, 1965
Understanding Life Insurance for the Family
Your Social Security, No. FS 3.35:35
Consumer Information Price List, No. PL 86
Be Wise, Consumer's Quick Credit Guide, No. A1.11/3:C86
  1964
Consumer Protection Foods, No. FS, 13.102 C76/pack A
  (15 books)
F.D.A. Approval of New Drugs, Facts for Consumers,
  FS 13, 111.2 1/2
Financing Your Social Security Benefits, No. FS 3:35:36
A Guide to Budgeting for the Family, No. A1.77:108, 1965
Helping Families Manage Their Finances, No. A1, 87:21, 1963
Shopper's Guide to U. S. Grades for Food
Things to Know About Medicare, No. FS 2.35:877, 1966
When you Use Credit for the Family, 1965
Your Social Security Earnings Record, No. FS 3.35;93

Household Finance Corporation, Money Management
Institute, Prudential Plaza, Chicago, Illinois 60601
(Booklets)

Your Budget
For Young Moderns
Your Clothing Dollar
Your Home Furnishings Dollar
Your Shopping Dollar
Your Health and Recreation Dollar
Your Guide for Teaching Money Management
When You Shop
When You Spend
Children's Spending

Your Food Dollar
Your Housing Dollar
Your Equipment Dollar
Your Automobile Dollar
Your Savings and Investment Dollar
Mind Your Money Leaflets
When you Use Credit

Council on Consumer Information, University of Missouri
15 Gwynn Hall, Columbia, Missouri, 65202

Consumers Look at Labels
Consumers Look at Discount Houses, by Stewart Lee, 1958
Watch Your Weights and Measures, by Leland Gordon, 1957
Shopping for Credit, by R. L. D. Morse, 1966

Consumers Union of United States, Inc., 256 Washington
Street, Mt. Vernon, New York 10550

Consumer Education in Lincoln High School, 1965

Federal Trade Commission, 219 South Dearborn Street
Chicago, Illinois 60604

Guides Against Bait Advertising

Grocery Manufacturers of America, 205 East 42nd Street,
New York, New York 10017

The Label tells the Story
Your Grocery Dollar
What Consumers Think

Hampton Roads Educational Television Association,
5200 Hampton Boulevard, Norfolk, Virginia

High School Economics - Personal Finance

U. S. Savings and Loan League, 221 North LaSalle Street,
Chicago, Illinois

Thrift and Home Ownership
What you Should Know Before you Buy a Home

U. S. Federal Housing Administration, Washington, D. C.
20411

Estimating Ability to Pay for a Home
Mortgage Insurance for Urban Renewal (F.H.A. Bulletin No. 528)

FILMS

Coronet Instructional Films, 65 E. South Water Street,
Chicago, Illinois 60601

Consumer Protection, MP-So-BW-11 minutes
Banks and Credit, MP-So-BW-10 minutes
What is a Contract? MP-So-16mm. - 11 minutes
Installment Buying, MP-So-BW-11 minutes

Continental Illinois National Bank and Trust Company
231 South LaSalle Street, Chicago, Illinois 60690

Back of Every Promise, MP-So-16mm. - 30 minutes

Money Management Institute, Household Finance Company
555 Fifth Avenue, New York, New York 10017

How to Use Consumer Credit Wisely, FS-BW-119 frames

Business Education Films, 4607 - 16th Avenue
Brooklyn, New York, 11204

Interest - 60 Day 6% Method - Parts I and II, FS-Si-BW

Association Films, Inc., 600 Madison Avenue,
New York, New York 10022

Why Use of Credit? MP-So-Col - 11 minutes.

SLIDES - 35 MM

Consumers' Research, Inc., Washington, New Jersey 07882

Testing at Consumers' Research, 34 slides, color
Deceptive Packaging, 24 slides, color
Food Additives, 28 slides, color

National Consumer Finance Association, Education Service,
1000 Sixteenth Street, N. W., Washington, D. C. 20006

The Things you Know that Aren't so., 32 slides, color

FILMSTRIPS - 35 MM.

American Bankers Association, Public Relations Committee,
Park Avenue, New York, New York 10016

The Role of the Commercial System, 110 frames, black and white, script Loan: Local banks and State Bankers Association.

Household Finance Corporation, Money Management Institute,
Prudential Plaza, Chicago, Illinois 60601

Your Money and You, 73 frames, 18 - 25 minutes
You the Shopper, 63 frames, color, 15-20 minutes
Your Wardrobe and You, 63 frames, color, 15-20 minutes
Spending Your Food Dollars, 73 frames, color, 18-25 minutes
Your World and Money, 58 frames, color, 15-20 minutes

Joint Council on Economic Education, 1212 Avenue of the
Americas, New York, New York 10036

The Role of Consumers, 3-part filmstrip series, color, 109 frames.

U. S. Savings and Loan League, 221 North LaSalle Street,
Chicago, Illinois

Thrift and Home Ownership
What you Should Know Before you Buy a Home

U. S. Federal Housing Administration, Washington, D. C.
20411

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Installment Buying, MP-So-BW-11 minutes

Continental Illinois National Bank and Trust Company
231 South LaSalle Street, Chicago, Illinois 60690

Back of Every Promise, MP-So-16mm. - 30 minutes

Money Management Institute, Household Finance Company
555 Fifth Avenue, New York, New York 10017

How to Use Consumer Credit Wisely, FS-BW-119 frames

Business Education Films, 4607 - 16th Avenue
Brooklyn, New York, 11204

Interest - 60 Day 6% Method - Parts I and II, FS-Si-BW

Association Films, Inc., 600 Madison Avenue,
New York, New York 10022

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Food Additives, 28 slides, color

National Consumer Finance Association, Education Service,
1000 Sixteenth Street, N. W., Washington, D. C. 20006

The Things you Know that Aren't so., 32 slides, color

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American Bankers Association, Public Relations Committee,
Park Avenue, New York, New York 10016

The Role of the Commercial System, 110 frames, black and white, script Loan: Local banks and State Bankers Association.

Household Finance Corporation, Money Management Institute,
Prudential Plaza, Chicago, Illinois 60601

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You the Shopper, 63 frames, color, 15-20 minutes
Your Wardrobe and You, 63 frames, color, 15-20 minutes
Spending Your Food Dollars, 73 frames, color, 18-25 minutes
Your World and Money, 58 frames, color, 15-20 minutes

Joint Council on Economic Education, 1212 Avenue of the
Americas, New York, New York 10036

The Role of Consumers, 3-part filmstrip series, color, 109 frames.

Better Business Bureau, 112 East 10th Street, Kansas City, Missouri

The Better Business Bureau Story, 27 1/2 minutes, Color
Too Good to be True, 20 minutes, color
A House is a Living Being, 20 minutes, color

Consumers Union Film Library, 767 West 25th Street,
New York, New York

Consumers Want to Know, 30 minutes, color

National Consumer Finance Association, Education Service,
1000 - 16th Street, N.W., Washington, D. C. 20006

The Littlest Giant, 14 minutes, color, Loan: Association Films
Personal Financial Planning, 11 minutes, color, Loan: Association Films
The Wise Use of Credit, 11 minutes, color, Loan: Association Films

CHARTS

U. S. Government Printing Office, Superintendent of
Documents, Washington, D. C.

Your Federal Income Tax for Individuals

Savings Bank Association, State of New York, 60 West
42nd Street, New York, New York 10017

Quick Credit Cost Computer (cardboard calculater)

National Consumer Finance Association, Educational Services, 1000 - 16th St., N.W.,Washington, D. C. 20036

Wall Posters No. 47 (Series of 5 posters illustration the following:

Consumer Finance Dollar
Cost of Loans
Financing Business

Divided Responsibility Family Budget Plan (cardboard calculator)
Consumer Finance Teaching Units (six units containing teacher information)

American Stock Exchange, Public Affairs Division,
86 Trinity Place, New York, New York 10006

Nerve Center - American Stock Exchange (chart giving functions of exchange)

Sperry and Hutchinson Company, Consumer Relations Department, 114 Fifth Avenue, New York, New York 10011

How to be a Better Shopper (kit containing a teacher's guide, wall chart, budget envelopes, and student booklets.)

AFL-CIO, Industrial Union Department, 815 - 16th Street,
N. W., Washington, D. C. 20406

Consumer, Beware! No. 47, 1966
It's What's Inside that Counts, No. 52
In Your Interest, No. 39, 1961

CREDIT AND MONEY MANAGEMENT

(Pamphlets, Leaflets, Kits, and Books)

National Committee for Education in Family Finance,
277 Park Avenue, New York, New York, 10017

Free and Inexpensive Materials for Teaching Family Finance, 1966

National Consumer Finance Association, 1000 Sixteenth Street,
N.W., Washington, D. C. 20036

Basic Principles in Family Money and Credit Management
Teacher's Kit - One Week Teaching Unit on Consumer Finance
Selected and Annotated Bibliography of Reference Material on Consumer Credit
Consumer Credit and You
Facts you Should know about your Credit
Money and your Marriage
Research on Consumer Credit

National Foundation for Consumer Credit, 1411 K Street,
Washington, D. C.

Consumer's Credit and Wealth, by Reavis Cox, 1965
Using Our Credit Intelligently, by William Cheyney, 1963

National Research Bureau, Employee Relations Bureau Corporation, 221 North LaSalle Street, Chicago, Ill. 60601

Using Credit Wisely - Don't Let it use you.

National Thrift Committee, 121 West Wacker Drive, Chicago,
Illinois, 60601

Budget Ideas for Youth
Teens' Guide to Money Management

Better Business Bureau, Educational Division, 52 Chauncey Street, Boston, Massachusetts 02111
(Facts you should know about Series)

Borrowing
Commercial Banks and Trust Companies
Home Fire Protection
Legal Problems
Savings
Buying or Building a Home
Credit, Your Investment Banking
Life Insurance

Changing Times, Reprint Series, 1729 H Street, N. W., Washington, D. C.

All about Credit

Chicago Bar Association, 29 South LaSalle Street, Chicago, Illinois 60003

So You're going to buy a home!
What about your Will?

Commercial Credit Corporation, Baltimore, Maryland

Using Installment Credit, by Clyde W. Phelps

Commission on Human Relations, 211 West Wacker Drive
Chicago, Illinois 60606

What 1967 Credit Legislation Means to the Consumer

Consumer Information Cartoon Leaflets, Band and O.E.O. supported demonstration project, Bay Area Neighborhood Development, 3009 - 16th Street, San Francisco, California 94103

Stop! What are you Signing? (ED 17)
What's so Good about Credit Unions? (ED 24)

C.U.N.A. International, Inc., Public Relations Department, Box 431, Madison, Wisconsin 53701

A Teacher's Guide to Credit Unions
Money Management for Young Couples
Help your Child Learn about Money
Using Credit Wisely

CHARTS

Savings Bank Association, State of New York, 60 East 42nd Street, New York, New York 10017

Quick Credit Cost Computer (cardboard calculator)

INSURANCE

(Pamphlets, Leaflets, Kits, and Books)

Health Insurance Institute, Dept. W. 277 Park Avenue
New York, New York 10017

A List of Worthwhile Health Insurance Books
The New ABC's of Health Insurance
Our Family's Health Insurance - Do we Know the Answers?

Institute of Life Insurance, Educational Division,
277 Park Avenue, New York, New York 10017

A Date with your future, 1966
Dollars and Sense for Young Couples
How Budgets Work and What They Do
How Much Life Insurance is Enough?
Moderns Make Money Behave
Sharing the Risk, 1960
You and Your Family's Life Insurance
Your Life Insurance and How it Works
Blueprint for Tomorrow, 1958
Handbook of Life Insurance, by Kelsey and Daniels
How Life Insurance and Health Insurance Work, 1967
Making the Most of Your Money, 1966
The Search for Economic Security
Who is the Man Who Sells Life Insurance?
Tips for Teaching Life and Health Insurance, 1962

Insurance Information Institute, 110 William Street,
New York, New York 10038

Automobile Insurance Leaflet
Home Insurance Leaflet
A Family Guide to Property and Liability Insurance

Institute of Life Insurance, Educational Division, 488 Madison Avenue, New York, New York. Available in Student quantities. (This is a student workbook which covers life, health, and accident insurance quite adequately).

Blueprint for Tomorrow

(Charts)

Institute of Life Insurance, Educational Division
277 Park Avenue, New York, New York 10017

Insurance Wall Charts (series of five colored charts)

Insurance Information Institute, 110 William Street,
New York, New York 10038

Bulletin Board Chart on Automobile Insurance, 27" x 40"
Bulletin Board Chart on Homeowners Policy, Broad Form, 27" x 40"

(Films and Filmstrips)

Insurance Information Institute, 110 William Street,
New York, New York 10038

Directory of Films about Property, Casualty and Surety Insurance

Institute of Life Insurance, 561 Hillgrove Avenue
LaGrange, Illinois 60625

Automobile Insurance, 18 MM., color, sound
Directing your Dollars, 52 frames, 15 minutes; color
Dollars for Health, 60 frames, 15 minutes; color
Dollars for Security, 62 frames, 15 minutes; color
Marriage and Money, 67 frames, 15 minutes; color
Patterns for Protection, 15 minutes; color, sound
Life Insurance - What it means and How it works, 14 minutes; color, Loan: Modern Talking Picture Service

American Insurance Association, 110 William Street New York,
New York 10038

See a Pin, 13 1/2 minutes; black and white, Loan: Association Films
Trouble Takes No Holiday, 17 minutes; color, Loan: Association Films

Insurance Information Institute, 110 William Street,
New York, New York, 10038

The Invisible Force, 28 minutes; Black and White
Loan: Association Films

ADVERTISING

Advertising Agencies, American
Association of
200 Park Avenue
New York, New York 10017

Advertising Federation of America
655 Madison Avenue
New York, New York 10021

Illustrators, Society of
128 East 63d Street
New York, New York 10021

Questions and Answers about Advertising
Bureau of Education and Research
American Advertising Federation
655 Madison Avenue
New York, New York 10021

AUTOMOTIVE

Automobile Story, The
Public Relations Staff
General Motors
Detroit, Michigan 48202

Can I Be A Technician?
Public Relations Staff
General Motors
Detroit, Michigan 48202

Diesel The Modern Power
Public Relations Staff
General Motors
Detroit, Michigan 48202

Electricity and Wheels
Public Relations Staff
General Motors
Detroit, Michigan 48202

General Motors Institute
Public Relations Staff
General Motors
Detroit, Michigan 48202

In Planning Your Future, Look First at The
Retail Automobiles Business
Public Relations Staff
General Motors
Detroit, Michigan 48202

Optics and Wheels
Public Relations Staff
General Motors
Detroit, Michigan 48202

Power Goes to Work in the Automobile
Public Relations Staff
General Motors
Detroit, Michigan 48202

Precision - A Measure of Programs
Public Relations Staff
General Motors
Detroit, Michigan 48202

The Story of Power
Public Relations Staff
General Motors
Detroit, Michigan 48202

We Drivers
Public Relations Staff
General Motors
Detroit, Michigan 48202

BEAUTICIANS

Beauty For A Career by E[illegible]th Heal
Illinois Reading Service

Hairdressers and Cosmetologists
Association, National
175 Fifth Avenue
New York, New York 10010

BUSINESS CAREERS

Business Schools, United Association of
1518 K Street, N. W.
Washington, D. C. 20005

Dry Cleaning, National Institute of
909 Burlington Avenue
Silver Spring, Maryland

Funeral Directors Associations, National
135 West Wells Street
Milwaukee, Wisconsin 53203

Hotel Association, American
Educational Institute
221 West 57th Street
New York, New York 10019

Opportunity and a Future in the Drycleaning Industry
National Institute of Drycleaning
909 Burlington Avenue
Silver Spring, Maryland 20910

Sales and Marketing Executives, International
630 Third Avenue
New York, New York 10017

CONSERVATION

Crop Science, Society of American
677 South Sego Road
Madison, Wisconsin 53711

Fisheries Institute, National
1614 Twentieth Street, N. W.
Washington, D. C. 20009

Fisheries Society, American
1404 New York Avenue, N. W.
Washington, D. C. 20005

Foresters, Society of American
704 Seventeenth Street, N. W.
Washington, D. C. 20036

Forestry ... A Growth Career
Director of Admissions
State University College of Forestry
at Syracuse University
Syracuse, New York 13210

Women In The Forest Service
Superintendent of Documents
U. S. Government Printing Office
Washington, D. C. 20402

ENGINEERING:

Agricultural Engineers, American Society of
420 Main Street
St. Joseph, Michigan

Automotive Engineers, Inc., Society of
485 Lexington Avenue
New York, New York 10017

Can I Be An Engineer?
Public Relations Staff
General Motors
Detroit, Micigan 48202

Chemical Engineers, American Institute of
345 East 47th Street
New York, New York 10017

Civil Engineers, American Society of
345 East 47th Street
New York, New York 10017

Does Engineering Appeal To You
American Society for Metals
Metals Park, Ohio 44073

Electrical Engineers, American Institute of
345 East 47th Street
New York, New York 10017

Engineering Careers In The Coal Industry
National Coal Association
Education Division
Coal Building
1130 17th Street, N. W.
Washington, D. C. 20036

Engineers Council for Professional Development
345 East 47th Street
New York, New York 10017

Federal Jobs In Engineering, Physical Sciences and Related Professions
U. S. Civil Service Commission
Washington, D. C. 20415

Your Future In Air-Conditioning,
Heating and Refrigeration Engineering
American Society of Heating, Refrigerating and
Air Conditioning Engineers, Inc.
345 East 47th Street
New York, New York 10017

Heating, Refrigerating and Air Conditioning Engineers,
American Society of
345 East 47th Street
New York 10017

Illuminating Engineering Society
345 East 47th Street
New York, New York 10021

Mechanical Engineers, The American Society of
345 East 47th Street
New York, New York 10017

Tool and Manufacturing Engineers, American Society of
10700 Puritan Avenue
Detroit, Micigan 48238

Fire Protection Engineers, Society of
60 Batterymarch
Boston, Massachusetts 02110

Railway Engineering Association, American
N. D. Howard, Secretary
59 East Van Buren Street
Chicago, Illinois 60605

ENTERTAINERS

Actors and Artists of America, Associated
226 West 47th Street
New York, New York 10036

Broadcasters, The National Association of
1771 N Street, N. W.
Washington, D. C. 20036

Composers, Authors and Publishers,
American Society of
575 Madison Avenue
New York, New York 10022

Dance Masters of America
601 North Division Street
Salisbury, Maryland

Motion Picture and Television Engineers, Society of
55 West 42d Street
New York, New York 10036

FOOD

Baker's Association, American
20 North Wacker Drive
Chicago, Illinois 60606

Culinary Institute of America
393 Prospect Street
New Haven, Connecticut

Dietetic Association, American
620 North Michigan Avenue
Chicago, Illinois 60611

Food Distribution Curriculum
Programs and Scholarships
Looking for a Career?
National Association of Food Chains
1725 Eye Street, N. W.
Washington, D. C. 20006

Food Technologists, Institute of
176 West Adams Street
Chicago, Illinois 60603

Getting Started In The Food Business
National Association of Food Chains
1725 Eye Street, N. W.
Washington, D. C. 20006

Looking For A Career
National Association of Food Chains
1725 Eye Street, N. W.
Washington, D. C. 20006

Restaurant Association, National
1550 North Lake Shore Drive
Chicago, Illinois 60610

FORESTRY

Challenge In Wood Research
Superintendent of Documents
U. S. Government Printing Office
Washington, D. C. 20402

Lumber Manufacturers Association, National
1619 Massachusetts Avenue, N. W.
Washington, D. C. 20036

GEOPHYSICS

Economic Geologists, Society of
E. N. Camerson, Secretary
Science Hall
University of Wisconsin
Madison, Wisconsin

Exploration Geophysicists, Society of
913 Shell Building
Tulsa, Okla. 74119

Geographers, Association of American
1785 Massachusetts Avenue, N. W
Washington, D. C. 20036

Geological Institute, American
2101 Constitution Avenue, N. W.
Washington, D. C. 20036

Geophysical Union, American
Waldo E. Smith, Executive Secretary
1515 Massachusetts Avenue, N. W.
Washington, D. C. 20005

GRAPHIC ARTS

Can I Be A Draftsman?
Public Relations Staff
General Motors
Detroit, Micigan 48202

Graphic Arts Industry, Education Council of
1411 K Street, N. W.
Washington, D. C. 20005

Industrial Designers, American Society of
15 East 48th Street
New York, New York 10017

HEALTH OCCUPATIONS

Medical Association, American
535 North Dearborn Street
Chicago, Illinois 60610

New Careers For The Subprofessional
U. S. Department of Health, Education and Welfare
U. S. Government Printing Office
Washington, D. C. 20402

Nurse Anesthetist Career
American Association of Nurse Anesthetists
Suite 3910
Prudential Plaza
Chicago, Illinois 60601

Nursing, National League for Committee on Careers
10 Columbus Circle
New York, New York 10019

Optical Society of America
Room 8-203
Massachusetts Institute of Technology
Cambridge, Massachusetts 02139

Osteopathic Profession and Its College
American Osteopathic Association
212 East Ohio Street
Chicago, Illinois 60611

Pharmaceutical Association, American
2215 Constitution Avenue, N. W.
Washington, D. C. 20037

Podiatry Association, American
3301 Sixteenth Street, N. W.
Washington, D. C. 20010

Practical Nurse Education,
National Association for
475 Riverside Drive
New York, New York 10027

X-Ray Technicians, American Society of
16 Fourteenth Street
Fond du Lac, Wisconsin

Your Career in Nursing by Mary Searight
Simon & Schuster, Inc.
1 West 39 Street
New York, New York 10018

Health Council, National
1790 Broadway
New York, New York 10019

Health, Physical Education and Recreation,
American Association of
1201 Sixteenth Street, N. W.
Washington, D. C. 20036

Home Economics Association, American
1600 Twentieth Stree, N. W.
Washington, D. C. 20009

Public Health Association, American
1790 Broadway
New York, New York 10019

HORTICULTURE

Florists, Society of American
Sheraton Park Hotel
Washington, D. C. 20008

Horticultural Science, American
Association for
Roy Marshall, Secretary
Michigan State University
East Lansing, Michigan

Landscape Architects, American Society of
2000 K Street, N. W.
Washington, D. C. 20006

Nurserymen, American Association of
835 Southern Building
Washington, D. C. 20005

INSURANCE

Insurance Agents, National Association of
96 Fulton Street
New York, New York 10038

Insurance Institute of America
270 Bryn Mawr Drive
Bryn Mawr, Pennsylvania

INTERIOR DESIGN

Interior Designers, American Institute of
673 Fifth Avenue
New York, New York 10022

LAW

Bar Association, American
1115 East 60th Street
Chicago, Illinois 60637

Crime and Delinquency, National Council on
44 East 23rd Street
New York, New York 10010

A Job With A Future In Law Enforcement and
Related Fields by Flora Schreiber
2714 McGraw Hill
Bloomington, Illinois 61701

Police, International Association of Chiefs of
1319 Eighteenth Street, N. W.
Washington, D. C. 20036

MATHEMATICS

Can I Be A Mathematician?
Public Relations Staff
General Motors
Detroit, Michigan 48202

Cost Accountants, National Association of
A. B. Gunnarson, Secretary
505 Park Avenue
New York, New York 10022

Mathematical Association of America
University of Buffalo
Buffalo, New York 14214

Accountants, American Institute of
Certified Public
666 Fifth Avenue
New York, New York 10022

MEDICAL CAREERS

Anatomists, American Association of School of Medicine
University of Pennsylvania
Philadelphia, Pennsylvania

Annual Report On Dental Education 1969/70
American Association of Dental Schools
211 East Chicago Avenue
Chicago, Illinois 60611

Bacteriologists, Society of American
Mt. Royal and Guilford Avenue
Baltimore, Maryland 21202

A Career In Pharmacology
American Society for Pharmacology And
Experimental Therapeutics
Office of the Executive Officer
9650 Rockville Pike
Bethesda, Maryland 20014

Careers In Dentistry
American Dental Association
Council on Dental Education
211 East Chicago Avenue
Chicago, Illinois 60611

Chiropractor's Association, International
741 Brady Street
Davenport, Iowa

Dental Assistants Association, American
410 First National Bank Building
LaPorte, Indiana

Dental Association, American
222 East Superior Street
Chicago, Illinois 60611

Genetic Association, American
1507 M Street, N. W.
Washington, D. C. 20005

Health Careers-Osteopathic Medicine
Department of Public Relations
American Osteopathic Association
212 East Ohio Street
Chicago, Illinois 60611

Hearing Society, American
919 18th Street, N. W.
Washington, D. C. 20006

Hospital Association, American
840 North Lake Shore Drive
Chicago, Illinois

METEOROLOGY

Astronomical Society, American
516 Fifth Avenue
New York, New York 10036

A Career In Astronomy
American Astronomy Society
211 Fitz Randolph Road
Princeton, New Jersey 08540

Challenge of Meteorology, The
American Meteorological Society
45 Beacon Street
Boston, Massachusettes 20108

Meteorological Society, American
45 Beacon Street
Boston, Mass.

Selective Bibliography in Meteorology, A
American Meteological Society
45 Beacon Street
Boston, Massachusettes 02108

REAL ESTATE

Real Estate Boards, National Association of
36 South Wabash Avenue
Chicago, Illinois 60603

Real Estate Brokers, National Institute of
Dorothy Hepworth, Executive Secretary
22 West Monroe Street
Chicago, Illinois 60603

SCIENCES

Anthropological Association, American
1530 P Street, N. W.
Washington, D. C. 20005

Biological Chemists, American Society of
9650 Wisconsin Avenue
Washington, D. C. 20014

Biology, Federation of American
Societies for Experimental
9650 Wisconsin Avenue
Washington, D. C. 20014

Biological Sciences, American Institute of
200 P Street, N. W.
Washington, D. C. 20036

Botanical Society of America
Department of Botany
University of Texas
Austin, Texas 78712

Botany as A Profession
Botanical Society of America
Dr. Richard C. Starr, Secretary
Department of Botany
Indiana University
Bloomington, Indiana 47405

Can I Be A Scientist?
Public Relations Staff
General Motors
Detroit, Michigan 48202

Chemical Society, American
1155 Sixteenth Street, N. W.
Washington, D. C. 20036

Chemists Association, Manufacturing
1825 Connecticut Avenue, N. W.
Washington, D. C. 20009

Economic Entomologists, American Society of
Ernest N. Cory, Secretary
Department of Entomology
University of Maryland
College Park, Maryland

Economic Paleontologists and Mineralogists
Society of
Tulsa, Oka. 74101

Entomological Society of America
4603 Calvert Road
College Park, Maryland

Ichthyologists and Herpetologists, American
Society of Florida State Museum
Gainesville, Florida

Opportunities as Technical Aids in
Science and Engineering
Looking for a Good Opportunity
U. S. Civil Service Commission
Washington, D. C. 20415

Scientists of America Foundation, Future
1201 Sixteenth Street, N. W.
Washington, D. C. 20036

Short Stories of Science and Invention by
Charles F. Kettering
Public Relation Staff
General Motors
Detroit, Michigan 48202

Zoologists, American Society of
Williams College
Williamstown, Massachusetts

SECRETARY - OFFICE OCCUPATIONS

Can I Be An Office Worker?
Public Relations Staff
General Motors
Detroit, Michigan 48202

Foreign Service Secretaries
U. S. Department of State
Division of Employment
Washington, D. C. 20520

Secretaries Association, National
1103 Grand Avenue
Kansas City, Mo. 64106

Secretaries-Stenographers-Typists
Opportunities with the U. S. Dept. of State
U. S. Department of State
Division of Employment
Washington, D. C. 20520

You As A Secretary
Royal Typewriter Company, Inc.
School Department
150 New Park Avenue
Hartford, Connecticut 06106

SOIL CONSERVATION

Agronomy, American Society of
677 South Segoe Road
Madison, Wisconsin

Careers In Soil Conservation Service
Superintendent of Documents
U. S. Government Printing Office
Washington, D. C. 20402

An Engineering Career For You In The Soil Conservation Service
Superintendent of Documents
U. S. Government Printing Office
Washington, D. C. 20402

Students ... Start Your Career In SCS Before You Graduate
Superintendent of Documents
U. S. Government Printing Office

SPORTS

What A Baseball Manager Does by Roy Hoopes
Illinois Reading Service
Box 277
Bloomington, Illinois

Crippled Children and Adults, National Society for
2023 West Ogden Avenue
Chicago, Illinois 60612

Education Association, National
1201 Sixteenth Street, N. W
Washington, D. C. 20036

Mathematics, National Council of Teachers of
1201 Sixteenth Street, N. W.
Washington, D. C. 20036

Mathematics Teaching As A Career
National Council of Teachers of Mathematics
1201 Sixteenth Street, N. W.
Washington, D. C. 20036

Music Educators National Conference
1201 Sixteenth Street, N. W.
Washington, D. C. 20036

Personnel and Guidance Association, American
1605 New Hampshire Avenue N. W.
Washington, D. C. 20009

Teachers Agencies, National Association of
Hoyt S. Armstrong, Secretary
82 St. Paul Street
Rochester, N. Y. 14604

Teaching in Mathematics
National Council of Teachers of Mathematics
1201 Sixteenth Street, N. W.
Washington, D. C. 20036

Teaching School As A Career by Boylan
Campbell & Hall
P. O. Box 350
Boston, Massachusetts 02117

TEXTILE INDUSTRY

Textiles For You...And How They Are Made
American Textile Manufacturing Institute, Inc.
1501 Johnston Building
Charlotte, North Carolina 28202

The Wonderful New World of Textiles
Educational Department
American Textile Manufacturers Inst., Inc.
1501 Johnston Building
Charlotte, North Carolina 28202

Your Career in Textiles
American Textile Manufacturers Institute
1501 Johnston Building
Charlotte, North Carolina 28202

TRANSPORTATION

Aerospace Industries Association of America
1725 DeSales Street, N. W.
Washington, D. C. 20036

Go Greyhound
The Greyhound Corporation
10 South Riverside Plaza
Chicago, Illinois 60606

Opportunities In The Trucking Industry
American Trucking Association, Inc.,
Public Relations Department
1616 P Street, N. W.
Washington, D. C. 20036

Trucking Association, American
1616 P Street, N. W.
Washington, D. C. 20036

Trucks by Herbert Zim
Illinois Reading Service
Box 277
Bloomington, Illinois

SOCIAL WORKERS

Child Welfare League of America
44 East 23rd Street
New York, New York, 10010

Family Service Association of America
215 Fourth Avenue
New York, New York 10003

Housing and Development Officials,
National Association of
1413 K Street, N. W.
Washington, D. C. 20005

Social Work Education, Council of
345 East 46th Street
New York, New York 10017

Social Workers, National Association of
95 Madison Avenue
New York, New York 10016

VETERINARIAN

Animal Science, American Society of
J. E. Oldfield, Secretary-Treasurer
Department of Animals Science
Oregon State University
Corvallis, Oregon

Veterinary Medical Association, American
600 New Hampshire Avenue, N. W.
Washington, D. C. 20009

EVALUATION MATERIALS

(Interest Inventories)

Science Research Associates, 259 East Erie Street
Chicago, Illinois 60611

Kuder - Vocational Preference Record
Kuder - General Interest Survey

(Reading Tests)

Teachers College Press, Teachers College, Columbia
University, New York, New York 10027

Gates - McGinity Reading Test

Houghton Mifflin Company, 666 Miami Circle, N. E.
Atlanta, Georgia 30324

Nelson - Denny Reading Test

Science Research Associates, 259 East Erie Street
Chicago, Illinois 60611

Diagnostic Reading Test

(Achievement Tests)

Science Research Associates, 259 East Erie Street
Chicago, Illinois 60611

SRA Achievement Tests

World Book Company, Yonkers-on-Hudson, New York, N.Y.

Metropolitan Achievement Tests

California Test Bureau, DelMonte Research Park,
Monterey, California 93948

California Achievement Tests

Harcourt, Brace and World, 680 Forrest Road, N.E.,
Atlanta, Georgia 30325

Stanford Achievement Tests

Science Research Associates, 259 East Erie Street
Chicago, Illinois 60611

Iowa Test of Educational Development

(Aptitude Tests)

The Psychological Corporation, 304 East 45th Street
New York, New York 10017

Differential Aptitude Tests

California Test Bureau, DelMonte Research Park,
Monterey, California 93948

Aptitude Test for Occupations

(Intelligence Tests)

California Test Bureau, DelMonte Research Park
Monterey, California 93948

California Test of Mental Maturity

Harcourt, Brace and World, 680 Forrest Road, NE
Atlanta, Georgia 30325

Otis Quick Scoring Mental Ability Test

Slosson Intelligence Test, Slosson Educational Publications, 140 Pine Street, East Aurora, New York 14052

Slosson Intelligence Test

EMPLOYMENT OF MINORS BETWEEN 14 AND 16 YEARS OF AGE

(CHILD LABOR REGULATION 3)

(This publication conforms to the Code of Federal Regulations as of November 18, 1969, the date this reprint was authorized.)

Section 1500.35a Work experience and career exploration programs.

(a) This section varies some provisions of this subpart for the employment of minors between 14 and 16 years of age who are enrolled in and employed pursuant to an experimental school supervised and school administered work experience and career exploration program which meets the requirements of paragraph (b) of this section, in the occupations permitted under paragraph (c) of this section, and for the periods and under the conditions specified in paragraph (d) of this section. With these safeguards, such employment is not found to interfere with the schooling of the minors or with their health and well-being and therefore is not deemed to be oppressive child labor.

(b) (1) An experimental school supervised and school administered work-experience and career exploration program shall meet the educational standards established and approved by the State Educational Agency in the respective State.

(2) The State Educational Agency shall file with the Director of the Bureau of Labor Standards a written application for approval of a particular program as one not interfering with schooling or with the health and well-being of the minors involved and therefore not constituting oppressive child labor. The application must include the information listed in subparagraph (3) of this paragraph. The director of the Bureau of Labor Standards shall approve the reasons therefore.

(3) The criteria to be used in consideration of applications are the following:

(i) Admission. Any student aged 14 or 15 years who authoritative local school personnel identify as being able to benefit from the program shall be eligible to participate.

(ii) Credits. Students shall receive school credits for both in-school related instruction and on-the-job experience.

(iii) Size. Each program unit shall be a reasonable size. A unit of 12 to 20 students to one teacher-coordinator would be generally considered reasonable. Whether other sizes are reasonable would depend upon the individual facts and circumstances involved.

(iv) Time schedule. Except when necessary to accommodate the State law requirements of equivalent instruction, on each school day there shall be (a) a minimum of two classroom hours of instruction devoted to job-related and to employability skill instruction, and (b) a minimum of two classroom hours of instruction devoted to regularly required subjects or elective subjects which meet State standards for graduation.

(v) Teacher-coordinator. Each program unit shall be under the supervision of a school official to be designated for the purpose of the program as a teacher-coordinator, who shall generally supervise the program and perform the following specific duties:

(a) Select and place students.

(b) Choose work stations for the students.

(c) Coordinate the work and education aspects of the program.

(d) Maintain records and prepare reports.

(e) Conduct in-school related class instruction.

(vi) Physical facilities. The school will furnish adequate classroom facilities and supplies.

(vii) Written training agreement: administration. The program shall provide that no student shall participate in the program until there has been made a written training agreement signed by the teacher-coordinator, the employer, and the student. The agreement shall also be signed or otherwise consented to by the student's parent or guardian. The program shall require the employer to have on file a copy of this training agreement for each student employed by him for the duration of the program.

(viii) Permissible occupations. The program shall permit the assignment of students only in work in these occupations permitted under paragraph (c) of this section.

(ix) Reports and records. The program shall provide that all records and reports made and kept by each program unit for the purpose of this section shall be made available for inspection to representatives of the director of the Bureau of Labor Standards.

(x) Other provisions. Any other provisions of the program providing safeguards insuring that the employment permitted under this section will not interfere with the schooling of the minors or with their health and well being may also be submitted for use in consideration of the applicant.

(c) Employment of minors enrolled in a program approved pursuant to the requirements of this section shall be permitted in all occupations except the following:

(1) Manufacturing and mining.

(2) Occupations declared to be hazardous for the employment of minors between 16 and 18 years of age in Subpart E of this part.

(3) Occupations other than those permitted under § 3 1500.33 and 1500.34, except upon approval of a variation in individual cases or classes of cases by the Director of the Bureau of Labor Standards after notice to interested persons and opportunity to be heard. Any such variation of general application shall be published as an amendment to this subpart. Applications

for such approval may be included with the application for approval of the program; or filed specifically under § 1500.38. Such applications shall be processed under § 1500.38.

(d) Employment of minors enrolled in a program approved pursuant to the requirements of this section shall be confined to not more than 28 hours in any 1 week when school is in session and not more than 4 hours in any day when school is in session, any portion of which may be during school hours. Insofar as these provisions are inconsistent with the provisions of § 1500.35, this section shall be controlling.

(e) This section shall terminate and have no force and effect after August 31, 1972.

	CHILD LABOR PROVISIONS OF THE FEDERAL FAIR LABOR STANDARDS ACT		ILLINOIS CHILD LABOR LAW
	PERMITTED	PROHIBITED	PERMITTED
MANUFACTURING:	Clerical or office	All manufacturing activities Canning operations Bottling operations	Clerical or office
MINING:	Clerical or office	All mineral extractions Quarrying Open pit mining Drilling for water	Clerical or office
WORKROOMS & WORKPLACES:		All work performed in workrooms or workplaces where goods are manufactured, mined or otherwise processed (except as permitted in retail, food service and gasoline service establishments)	Occupations prohibited involving: All work performed in workrooms or workplaces where goods are manufactured mined or otherwise processed (except as permitted in retail, food service*
LAUNDRIES:	Clerical or office Store clerks Counter workers Clean-up work in offices or store areas	All processing activities List, sort, mark incoming laundry Sort, fold clean articles Package & wrap bundles Assembling laundry Loading, unloading trucks Clean-up work around machinery Rug cleaning operations	Clerical or office Store clerks Counter workers Clean-up work in offices or store areas
HAZARDOUS OCCUPATIONS:	None	All occupations declared hazardous: 1. Occupations in or about plants or establishments manufacturing or storing explosives or articles containing explosive components.	Clerical or office*

	PERMITTED	PROHIBITED	PERMITTED
HAZARDOUS OCCUPATIONS:	None	2. Occupations of motor-vehicle driver and outside helper	
		3. Coal-mine occupations	Clerical or office*
		4. Logging occupations and occupations in the operation of any sawmill, lath mill, shingle mill, or cooperage-stock mill.	Clerical or office*
		5. Occupations involved in the operation of power-driven woodworking machines	
		6. Occupations involving exposure to radio-active substances and to ionizing radiations	
		7. Occupations involved in the operations of power-driven metal forming, punching and shearing machines	
		9. Occupations in connection with mining, other than coal	Clerical or office*
		10. Occupations involving slaughtering, meat-packing or processing, or rendering	
		11. Occupations involved in operations of certain power-driven bakery machines	

	PERMITTED	PROHIBITED	PERMITTED
		12. Occupations involved in the action of certain power-driven paper products machines	
		13. Occupations involved in the manufacturing of brick, tile and kindred products	
		14. Occupations involved in the operation of circular saws, band saws and guillotine shears	
		15. Occupations involved in wrecking, demolition and ship-breaking operations	
		16. Occupations involved in roofing operations	
		17. Occupations in excavation operations	
TRANSPORTATION:	Clerical or office sales	All occupations performed on trains, Aircraft vessels, motor vehicles, or other media. Loading and unloading goods from truck. Driving cars, trucks, etc., Drivers helper. Catching seafood on boat. Selling sandwiches on train Work involving use of pits, racks or lifting appartaus at gas station Changing truck tires	Clerical or office sales Selling tickets at terminal In retail food service where intoxicating alcoholic liquors are served or sold for consumption on the premises Ice cream vending - bicycle Errand work - to bank with deposits or postoffice for stamps

	PERMITTED	PROHIBITED	PERMITTED
OPERATING OR TENDING HOISTING APPARATUS OR POWER-DRIVEN MACHINERY	Operating office machines In retail, food service or gasoline service establishments* Operating tagging machines, ticketing machines Dumb waithers* Vacuum cleaners Floor waxers Dishwashers* Toasters Popcorn poppers Milk shake blenders Coffee grinders Kitchen appliances	Operating elevator Operating power-driven machines Operating power-driven lawn mowers and cutters Operating, setting up adjusting, cleaning, oiling, or repairing food slicers and grinders, food choppers and cutters and bakery-type mixers	Operating office machines In retail, food service (except in any place or establishment in which intoxicating alcoholic liquors are served or sold for consumption on the premises) Vacuum cleaners Floor waxers Toasters - popcorn poppers mild shake blenders - coffee grinders - kitchen appliance and (except in bowling alley, pool room, billiard room, skating rink, exhibition park or place of amusement, garage, filling station or service station)
FOOD PROCESSING	In retail, food service establishments: Cooking at soda fountains, lunch counters, snack bars or cafeteria serving counters Cleaning vegetables* and fruits, wrapping, sealing, labeling, weighing, pricing, stocking goods Hostess* Waiter*	Preparation of fish by washing, scaling, skinning, filleting, or brining Shrimp heading or peeling Crab processing - cooking, steaming Grading, packing, and picking Oyster shucking, grading, draining, cleaning, packing, icing Poultry & game killing, plucking, singeing, and drawing Freezing, brining, and smoking Fruits, Vegetables, meat or seafood	In retail, food service establishments (except in any place or establishment in which intoxicating alcoholic liquors are served or sold for consumption on the premises) Cooking at soda fountains, lunch counters, snack bars or cafeteria serving counters - and (except in bowling alley, pool room, billiard room, skating rink, exhibition park or place of amusement, garage, filling station or service station)

	PERMITTED	PROHIBITED	PERMITTED
WAREHOUSING & STORAGE:	Clerical or office Sales Ticket or tag Operations at tobacco auction	All duties performed in warehouses Order filling in warehouse Packaging Shelving Stock-clerk operations Clean-up work	Clerical or office Sales Order filling in warehouse-ticket or tag Packaging Shelving Stock-clerk (except around machinery) (except loading, unloading trucks)
COMMUNICATIONS & PUBLIC UTILITIES	Clerical or office Sales	Switchboard operator Clean-up work Record turntable operator Lineman for telephone co.	Clerical or office Sales Switchboard operator Radio announcer Office clean-up work
CONSTRUCTION	Clerical or office Sales (not performed at construction site)	All construction of buildings, bridges, viaducts, piers, highways, streets, airfields, pipelines, railroads, sewers, tunnels, waterworks, river and harbor projects, dams Surveying crew work Demolition work Plumbing Carpentry Electrical work Engineering Boiler room work All repair and maintenance work Painting	Clerical or office

	PERMITTED	PROHIBITED	PERMITTED
OPERATING OR TENDING HOISTING APPARATUS OR POWER-DRIVEN MACHINERY (con'd)	Bus boy or girl* Counterman* Pot washer* Silverman* Glass washer* Dishwasher*, Pantryman* Salad maker*, Food checker* Clean-up work*	Cooking and baking in restaurant, kitchens and bakeries Butchering and meat preparation Work in freezers or meat coolers	
PUBLIC MESSENGER WORK		Public messenger service	None
WINDOW WASHING		In retail, food service and gasoline service establishments; Outside window washing from sills All work requiring use of ladders, scaffolds or other substitutes	In retail, food service ground floor window washing (except in bowling alley, pool room, skating rink, exhibition park or place of amusement, garage filling station or service station)

* - Illinois Child Labor Law: Hazardous Occupations - Section 7, paragraphs 1 through 16

LABOR LAWS AND LABOR UNIONS

(Pamphlets, Leaflets, Kits, and Books)

Child Labor Laws — State of Illinois, Department of Labor
160 North LaSalle Street, Chicago
400 South Spring St,, Springfield

Reference should be made to publications covering the Fair Labor Standards Act and other laws governing the placement of minors. Some of the publications that provide legal information are:

A Guide to Child-Labor Provisions of the Fair Labor Standards Act as Amended in 1966. United States Department of Labor, Wage and Hour and Public Contracts Divisions. WHPC Publication 1177, Printed January, 1967.

Employment of Student Workers. Title 29, Part 520 of the Code of Federal Regulations. Pursuant to Section 14 of the Fair Labor Standards Act of 1938, as amended. United States Department of Labor, Wage and Hour and Public Contracts Divisions, Washington, D. C. WHPC Publication 1024.

Employment of Student-Learners. Title 29, Part 520 of the Code of Federal Regulations Pursuant to Section 14 of the Fair Labor Standards Act of 1938, as amended. United States Department of Labor, Wage and Hour and Public Contracts Divisions, Washington, D. C. WHPC Publication 1007.

General Coverage of the Wage and Hours Provisions of the Fair Labor Standards Act of 1938 (Revised) Title 29, Part 776. Sub-part A - General - of the Code of Federal Regulations. United States Department of Labor, Wage and Hour and Public Contracts Divisions, Washington, D. C. WHPC Publication 1038.

Handy Reference Guide to the Fair Labor Standards Act as amended in 1966. United States Department of Labor, Wage and Hour and Public Contracts Division, WHPC Publication 1159, October, 1966.

Illinois Laws relating to Labor and Employment, 1961. Source: Department of Labor, 160 North LaSalle Street, Chicago, 60601; 400 South Spring Street, Springfield 62706.

The Application For a Certificate to Employ a Student-Learner, Form WH-205 (10/63) can be obtained from the U. S. Department of Labor, Wage, and Hour and Public Contracts Divisions, 219 South Dearborn Street, Chicago Illinois.

An Information Guide and Instructions for Completing the Application for Student-Learner Certificates can also be obtained from the Department of Labor.

U. S. Employment Service, Department of Labor, Washington, D. C.

Area Labor Market Trends

The *Proof of Age Form* or an Age of *Employment Certificate* is filed with the Department of Labor, State of Illinois, Division of Women's and Children's Employment, 160 North LaSalle Street, Chicago, Illinois 60601

SUGGESTIONS FOR MAINTAINING SUPPORT OF WORK STATIONS

If the WECEP program is to develop into a viable part of the Cooperative Education Programs of the school efforts must be made to build good school-employer relationships. The following suggestions prove valuable to this end.

1. Send a letter near the close of the school year thanking the employer for participating in the program, explaining the school's responsibility to students who continue working beyond the closing of school, and stating the closing date of the program for the present school year.

2. Develop a certificate of appreciation to be presented to each employer.

3. Arrange an employer-employee banquet.

    a. Planning should begin as soon as school opens.

    b. A school account may be provided so students can save a pre-determined amount each week (to defray expenses of dinner).

    c. Students plan entire activity.

        1) Where dinner will be held.

        2) Type of program.

        3) What guests from the administrative, teaching, etc. staff from the high school should be invited.

        4) Extras for the banquet.

    a) Flowers for the table.
    b) Special dessert that is made by ~~the~~ students.
    c) Programs
    d) Place tags, name tags
5) Reception committee

(This is a unifying project throughout the whole year and teaches the students to work together.)

SAMPLE INVITATION LETTER

Dear ____________________:

We wish to extend to you an invitation to attend a dinner hosted by WECEP students of Forest View High School

ARTHUR'S RESTAURANT

1571 Elmhurst Road - Des Plaines

FRIDAY June 16, 1972

Six thirty p.m.

Your choice of entrees is listed below. We would appreciate your indicating your preference and return it with the self-addressed, stamped envelope.

We sincerely hope that you will be able to attend our dinner so we can formally say THANK YOU to you and your organization for the courtesies extended during the past year.

Sincerely,

WECEP Coordinator

For: ____________________________

CHICKEN KIEV
Breast of chicken with our supreme sauce on bed of rice pilaff ___

ROAST PRIME RIB OF BEEF
Served rare, medium or well done (circle choice) ___

VEAL PARMIGIANA
Tender slices of veal with our own rich tomato sauce, topped with cheese ____

TURF & SURF
Broiled filet mignon and lobster tail ____

Please return by Thursday, June 8. THANK YOU!

WECEP FORMS

The following pages contain some suggestions for a revision of WECEP forms. The committee is submitting them merely as suggestions. The Office of Vocational and Technical Education will devise a method of reporting for the 1972-73 school year. Coordinators may find the enclosed forms valuable for their notebooks throughout the year. Members of the publication committee have used the three forms presented in this guide during the 1971-72 school year to keep pertinant material on each student available and in concise form.

GRADE REPORT

(for WECEP students on the job)

NAME OF STUDENT ____________ SCHOOL ____________ ____________

AGE ________ SEX ____________ TEACHER-COORD. ____________

SOCIAL SECURITY ____________ INDUSTRY ____________

EVALUATOR ____________ OCCUPATION ____________

QUARTER	1	2	QUARTER	3	4	Average
SUBJECT			SUBJECT			
WECEP 1. Related Class						
2. Job						
Attendance						

DATE ____________________

NAME OF STUDENT ____________________ SCHOOL ____________________

AGE __________ SEX __________ TEACHER-COORD. ____________________

SOCIAL SECURITY ____________________ INDUSTRY ____________________

EVALUATOR ____________________ OCCUPATION ____________________

	GRADES				
	1	2	3	4	Average
Neatness (personal grooming)					
Courtesy					
Honesty					
Attendance					
Punctual					
Calls in when absent					
Accepts constructive criticism					
Cooperates with supervisors, teachers, peers, and co-workers					
Takes pride in work					
Shows initiative					
Completes assigned tasks					
Understands job procedures					
Works well without supervision					
Able to follow directions					
Accuracy in work					
Observes rules and regulations					
Uses equipment, facilities and supplies properly					

Code: A-5 Excellent - very high quality, high level of performance for individual student.
B-4 Very Good - high quality, good level of performance for individual student
C-3 Good - satisfactory quality and level of performance.
D-2 Fair - low quality, student not performing at his level of capability.
F-1 Poor - poor quality, student performing far below level of capability.

NOTE TO COORDINATOR:
1. Circle Employer or School as situation indicates
2. Utilize this form to obtain evaluation of student from other classroom teachers.

WECEP DATA SHEET

NAME ______________________ DATE ______________________

ADDRESS ______________________ CITY ______________________

BIRTHDAY ______________ AGE ______________ GRADE ______________

TELEPHONE ______________________ SOCIAL SECURITY ______________________

CLASS SCHEDULE:

Period	Subject	Teacher	Room	GRADES 1	2	3	4	Av.

TIME FOR LEAVING SCHOOL: ______________________

Employer ______________________ Phone ______________________

Address ______________________ ______________________
(Street) (City)

Length of time on this job ______________________

Father's Name ______________________

Father's Employer ______________________

Employer's Address ______________________

Mother's Name ______________________

Mother's Employer ______________________

Employer's Address ______________________

If you don't live at home, give address where you do live:

____

EVALUATION FORM

(Please use this copy to run additional pages.)

If you wish to submit a lesson outline or review lessons in the guide, please use the following format!

Name of Coordinator_______________________________________

Location of Program_______________________________________

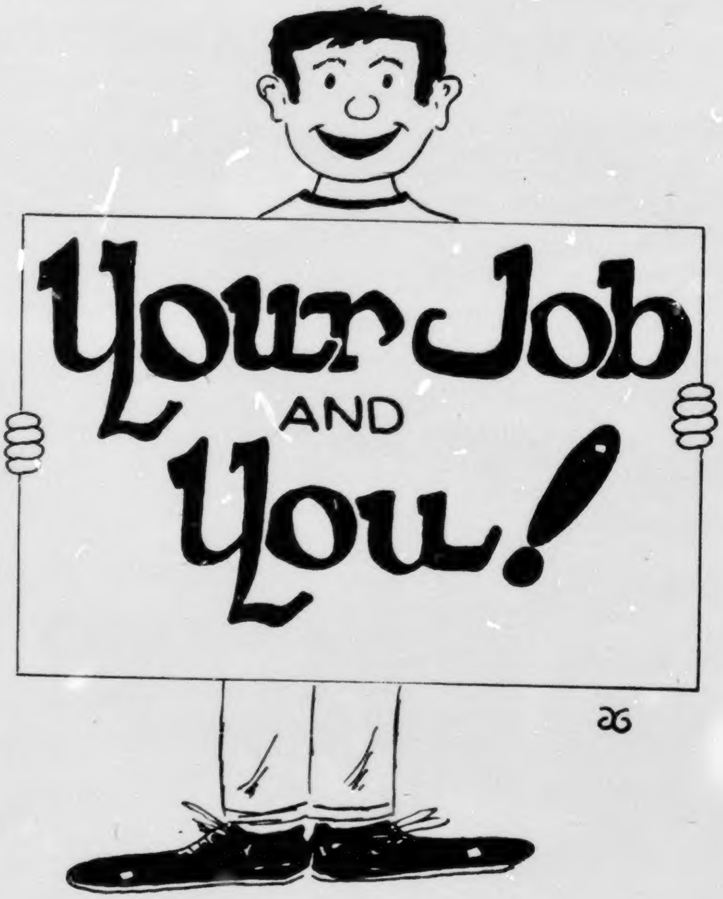
Lesson____

Submitted on (date)_______________________________________
OR
Reviewed on (date)____

Concepts

Activities to Develop Concepts

Materials


Your Job
AND
You!
aG

The JOB Interview

SOME HELPFUL HINTS

Arrive at the interview on time.

Answer all questions to the best of your ability.

Know your Social Security number.

Be prepared to tell of your previous work experience and education.

Have at least three personal references handy. (They should not be relatives.)

Even if you do not get the job, thank the interviewer for the opportunity to talk to him. - - - - - -

Being "prepared" will give you the confidence to make your job interview successful !

APPLICATION FOR SOCIAL SECURITY NUMBER
(Or Replacement of Lost Card)

Information Furnished On This Form Is CONFIDENTIAL

DO NOT WRITE IN THE ABOVE SPACE

See Instructions on Back. **Print in Black or Dark Blue Ink or Use Typewriter.**

1 *Print* FULL NAME YOU WILL USE IN WORK OR BUSINESS (First Name) (Middle Name or Initial—If none, draw line—) (Last Name)

2 *Print* FULL NAME GIVEN YOU AT BIRTH

6 YOUR DATE OF BIRTH (Month) (Day) (Year)

3 PLACE OF BIRTH (City) (County if known) (State)

7 YOUR PRESENT AGE (Age on last birthday)

4 MOTHER'S FULL NAME AT HER BIRTH (Her maiden name)

8 YOUR SEX MALE ☐ FEMALE ☐

5 FATHER'S FULL NAME (Regardless of whether living or dead)

9 YOUR COLOR OR RACE WHITE ☐ NEGRO ☐ OTHER ☐

10 HAVE YOU EVER BEFORE APPLIED FOR OR HAD A SOCIAL SECURITY, RAILROAD, OR TAX ACCOUNT NUMBER? NO ☐ DON'T KNOW ☐ YES ☐ (If "Yes" Print STATE in which you applied and DATE you applied and SOCIAL SECURITY NUMBER if known)

11 YOUR MAILING ADDRESS (Number and street) (City) (State) (ZIP Code)

12 TODAY'S DATE

13 Sign YOUR NAME HERE (Do Not Print)

TREASURY DEPARTMENT Internal Revenue Service
Form SS-5 (12-64)

Return completed application to nearest SOCIAL SECURITY ADMINISTRATION DISTRICT OFFICE
HAVE YOU COMPLETED ALL 13 ITEMS?

INSTRUCTIONS

One Account Number Is All You Ever Need For Social Security And Tax Purposes
Special Attention Should Be Given To Items Listed Below

Fill in this form completely and correctly. If any information is not known and is unavailable, write "unknown." Use typewriter or print legibly in dark ink.

1 Your account number card will be typed with the name you show in item 1. However, if you want to use the name shown in item 2, attach a signed request to this form.

3 If not born in the USA, enter the name of the country in which you were born.

5 If a stepfather, adopting father, or foster father is shown, include the relationship after name, for example, "John H. Jones, stepfather."

10 If you have ever before filled out an application like this for a social security, railroad, or tax number, check "yes" even if you never received your card. If you check "yes," give the name of the State and the approximate date on which you applied. Also enter your social security number if you did receive the card and remember the number. You may find your number on an old tax return, payroll slip, or wage statement.

11 If you get your mail in the country, without a street address, show your R.F.D. Route, and Box number; if at the post office, show your P.O. Box No.; if there is no such way of showing your mail address, show the town or post office name. If mail under your name is not normally received at the address which you show, use an "in care of" address.

13 Sign your name as usually written. Do not print unless this is your usual signature. (If unable to write, make a mark witnessed by two persons who can write. The witnesses preferably should be persons who work with the applicant and both must sign this application. A parent, guardian, or custodian who completes this form on behalf of another person should sign his own name followed by his title or relationship to the applicant, for example, "John Smith, father.")

[illegible] 1966 [illegible]

FOR DISTRICT OFFICE USE

DISTRICT OFFICE 494
P.O. Box 489
Joliet Illinois 60134

FOR BUREAU OF DATA-PROCESSING AND ACCOUNTS

U.S. DEPARTMENT OF LABOR
Workplace Standards Administration
Wage and Hour Division

Form Approved
Budget Bureau No. 44-R0308

WAGE-HOUR USE ONLY

A Control number ____________
B Effective date ____________
C Expiration date ____________
D Reviewing official ____________

APPLICATION FOR AUTHORIZATION TO EMPLOY A STUDENT-LEARNER AT SUBMINIMUM WAGES

The school official's certification in Item 27 of this application provides temporary authority to employ the named student-learner under the terms proposed in the application which are in accordance with section 3(c) of the Student-Learner Regulations (29 CFR 520). The authority begins on the date the application is forwarded to the Division. At the end of 30 days this authority is extended to become the approved certificate unless the Administrator or his authorized representative denies the application, issues a certificate with modified terms and conditions, or expressly extends the period of review. Note that the certificate is valid for no more than 1 school year and does not extend beyond the date of graduation.

READ CAREFULLY THE INSTRUCTIONS FOR COMPLETING THIS FORM. *PRINT OR TYPE ALL ANSWERS.*

1. NAME AND ADDRESS, INCLUDING ZIP CODE, OF ESTABLISHMENT MAKING APPLICATION

2. TYPE OF BUSINESS AND PRODUCTS MANUFACTURED, SOLD, OR SERVICES RENDERED

3A NAME AND ADDRESS OF STUDENT LEARNER:

B DATE OF BIRTH (*Month, day, year*)

4 NAME AND ADDRESS, INCLUDING ZIP CODE, OF SCHOOL IN WHICH STUDENT-LEARNER IS ENROLLED

5. PROPOSED BEGINNING DATE OF EMPLOYMENT (*Month, day, year*)

6. PROPOSED ENDING DATE OF EMPLOYMENT (*Month, day, year*)

7. PROPOSED GRADUATION DATE (*Month, year*)

8. NUMBER OF WEEKS IN SCHOOL YEAR

9. TOTAL HOURS OF SCHOOL INSTRUCTION PER WEEK

10. NUMBER OF SCHOOL HOURS DIRECTLY RELATED TO EMPLOYMENT TRAINING

11. HOW IS EMPLOYMENT TRAINING SCHEDULED (*Block, alternate weeks, etc.*)?

12. NUMBER OF WEEKS OF EMPLOYMENT TRAINING AT SUBMINIMUM WAGES

13. NUMBER OF HOURS OF EMPLOYMENT TRAINING A WEEK

14 ARE FEDERAL VOCATIONAL EDUCATION FUNDS USED FOR THIS PROGRAM

15. IS THIS PROGRAM APPROVED BY THE STATE BOARD OF VOCATIONAL EDUCATION

16. IF THE ANSWER TO ITEM 15 IS "NO" GIVE THE NAME OF THE [illegible] EDUCATIONAL BODY AUTHORIZING THE PROGRAM

17 TITLE OF STUDENT-LEARNER OCCUPATION:

18 NUMBER OF EMPLOYEES IN THIS ESTABLISHMENT

19 NUMBER OF EXPERIENCED EMPLOYEES IN STUDENT-LEARNER'S OCCUPATION

20 MINIMUM HOURLY WAGE RATE OF EXPERIENCED WORKERS IN ITEM 19

21 SUBMINIMUM WAGE(S) TO BE PAID STUDENT-LEARNER (*If a progressive wage schedule is proposed, enter each rate and specify the period during which it will be paid*):

22 IS AN AGE OR EMPLOYMENT CERTIFICATE ON FILE IN THIS ESTABLISHMENT FOR THIS STUDENT-LEARNER? (*If not, see instructions*)

23 IS IT ANTICIPATED THAT THE STUDENT-LEARNER WILL BE EMPLOYED IN THE PERFORMANCE OF A GOVERNMENT CONTRACT SUBJECT TO THE WALSH-HEALEY PUBLIC CONTRACTS ACT OR THE SERVICE CONTRACT ACT?

ATTACH SEPARATE PAGES IF NECESSARY

Form WH-205 (Rev. 10/70)

24. OUTLINE THE SCHOOL INSTRUCTION *directly* RELATED TO THE EMPLOYMENT TRAINING *(list courses, etc.)*.

25. OUTLINE TRAINING ON-THE-JOB *(describe briefly the work process in which the student-learner will be trained and list the types of any machines used)*.

26. SIGNATURE OF STUDENT-LEARNER:

I have read the statements made above and ask that the requested certificate, authorizing my employment training at subminimum wages and under the conditions stated, be granted by the Administrator or [illegible] authorized representative.

(Print or type name of student)

Signature of Student

Date

27. CERTIFICATION BY SCHOOL OFFICIAL:

I certify that the student named herein will be receiving instruction in an accredited school and will be employed pursuant to a bona fide vocational training program, and that the application is properly executed in conformance with section 520.3(c) of the Student-Learner Regulations.

(Print or type name of official)

Signature of School Official

Date

Title

28. CERTIFICATION BY EMPLOYER OR AUTHORIZED REPRESENTATIVE:

I certify, in applying for this certificate, that all of the foregoing statements are, to the best of my knowledge and belief, true and correct.

(Print or type name of employer or representative)

Signature of employer or representative

Date

Title

ATTACH SEPARATE SHEETS IF NECESSARY

GPO 902.837

Form **1040** US Department of the Treasury / Internal Revenue Service

Individual Income Tax Return

For the year January 1–December 31, 1971, or other taxable year beginning ...., 1971, ending ....

Please print or type

First name and initial (If joint return, use first names and middle initials of both) | Last name | Your social security number

Present home address (Number and street, including apartment number, or rural route) | Spouse's social security number

City, town or post office, State and ZIP code | Occupation: Yours | Spouse's

Filing Status—check only one:

1 ☐ Single
2 ☐ Married filing jointly (even if only one had income)
3 ☐ Married filing separately and spouse is also filing. Give spouse's social security number in space above and enter first name here ▶
4 ☐ Unmarried Head of Household
5 ☐ Surviving widow(er) with dependent child
6 ☐ Married filing separately and spouse is not filing

Exemptions Regular / 65 or over / Blind

7 Yourself . . . . ☐ ☐ ☐
8 Spouse (applies only if item 2 or 6 is checked) ☐ ☐ ☐ — Enter number of boxes checked ▶
9 First names of your dependent children who lived with you .... Enter number ▶
10 Number of other dependents (from line 33) . . . ▶
11 Total exemptions claimed . . . . ▶

Please attach Copy B of Form W-2 to back

Income

12 Wages, salaries, tips, etc. (Attach Forms W-2 to back. If unavailable, attach explanation) . 12

13a Dividends (see pages 6 and 11 of instr.) $ .... 13b Less exclusion $................ Balance . ▶ 13c

(If gross dividends and other distributions are over $100, list in Part I of Schedule B.)

14 Interest. [If $100 or less, enter total without listing in Schedule B] [If over $100, enter total and list in Part II of Schedule B] 14

15 Income other than wages, dividends, and interest (from line 40) 15

16 Total (add lines 12, 13c, 14 and 15) 16

17 Adjustments to income (such as "sick pay," moving expense, etc. from line 45) 17

18 Adjusted gross income (subtract line 17 from line 16) 18

- *See page 3 of instructions for rules under which the IRS will figure your tax.*
- *If you do not itemize deductions and line 18 is under $10,000, find tax in Tables and enter on line 19.*
- *If you itemize deductions or line 18 is $10,000 or more, go to line 46 to figure tax.*

Tax, Payments and Credits

19 Tax (Check if from: ☐ Tax Tables 1-13, ☐ Tax Rate Sch. X, Y, or Z, ☐ Sch. D, ☐ Sch. G or ☐ Form 4726) 19

20 Total credits (from line 54) 20

21 Income tax (subtract line 20 from line 19) 21

22 Other taxes (from line 60) 22

23 Total (add lines 21 and 22) 23

24 Total Federal income tax withheld (attach Forms W-2 or W-2P to back) . 24

25 1971 Estimated tax payments (include 1970 overpayment allowed as a credit) . 25

26 Other payments (from line 64) 26

27 Total (add lines 24, 25, and 26) 27

Bal. Due or Refund

28 If line 23 is larger than line 27, enter BALANCE DUE Pay in full with return. Make check or money order payable to Internal Revenue Service ▶ 28

29 If line 27 is larger than line 23, enter OVERPAYMENT . . . . ▶ 29

30 Line 29 to be: (a) REFUNDED Allow at least six weeks for your refund check . . ▶

(b) Credited on 1972 estimated tax . . . . . . ▶

Foreign Accounts

31 Did you, at any time during the taxable year, have any interest in or signature or other authority over a bank, securities, or other financial account in a foreign country (except in a U.S. military banking facility operated by a U.S. financial institution)? If "Yes," attach Form 4683. (For definitions, see Form 4683.) . . . . ▶ ☐ Yes ☐ No

Write soc. sec. no. on Check or Money Order. Attach here

Under penalties of perjury, I declare that I have examined this return, including accompanying schedules and statements, and to the best of my knowledge and belief it is true, correct, and complete.

Sign here

▶ Your signature | Date

▶ Spouse's signature (if filing jointly, BOTH must sign even if only one had income)

▶ Signature of preparer other than taxpayer, based on all information of which he has any knowledge. | Date

Address

Attach Copy B of Form W

PART I.—Additional Exemptions (Complete only for other dependents claimed on line 10)

32 (a) NAME	(b) Relationship	(c) Months lived in your home. If born or died during year, write B or D.	(d) Did dependent have income of $675 or more?	(e) Amount YOU furnished for dependent's support. If 100% write ALL.	(f) by includ- ing ent.
				$	$

33 Total number of dependents listed above. Enter here and on line 10 . . . . ▶

PART II.—Income other than Wages, Dividends, and Interest

34 Business income or (loss) (attach Schedule C) **34**

35 Net gain or (loss) from sale or exchange of capital assets (attach Schedule D) **35**

36 Net gain or (loss) from Supplemental Schedule of Gains and Losses (attach Form 4797) . . . **36**

37 Pensions and annuities, rents and royalties, partnerships, estates or trusts, etc. (attach Schedule E). **37**

38 Farm income or (loss) (attach Schedule F) **38**

39 Miscellaneous income
- (a) Fully taxable pensions and annuities not reported on Schedule E—see instructions on page 7
- (b) 50% of capital gain distributions (not reported on Schedule D) .
- (c) State income tax refunds **(caution—see instructions on page 7)** .
- (d) Alimony . . . .
- (e) Other (state nature and source)
- (f) Total miscellaneous income (add lines 39(a), (b), (c), (d) and (e)) **39**

40 **Total** (add lines 34, 35, 36, 37, 38, and 39). **Enter here and on line 15** . . . . ▶ **40**

PART III.—Adjustments to Income

41 "Sick pay" if included in line 12 (attach Form 2440 or other required statement) **41**

42 Moving expense (attach Form 3903) **42**

43 Employee business expense (attach Form 2106 or other statement) **43**

44 Payments as a self-employed person to a retirement plan, etc. (attach Form 2950SE) **44**

45 **Total adjustments** (add lines 41, 42, 43, and 44). **Enter here and on line 17** . . . . . ▶ **45**

PART IV.—Tax Computation (Do not use this part if you use Tax Tables 1–13 to find your tax.)

46 Adjusted gross income (from line 18) **46**

47 (a) If you itemize deductions, enter total from Schedule A, line 32 and attach Schedule A
(b) If you do not itemize deductions, and line 46 is:
(1) $10,000 or more but less than $11,538.43, enter 13% of line 46
(2) $11,538.43 or more, enter $1,500.
Note: deduction under (1) or (2) is limited to $750 if married and filing separately. **47**

48 Subtract line 47 from line 46 . . . . **48**

49 Multiply total number of exemptions claimed on line 11, by **$675** **49**

50 **Taxable income.** Subtract line 49 from line 48 . . . . ▶ **50**

(Figure your tax on the amount on line 50 by using Tax Rate Schedule X, Y or Z, or if applicable, the alternative tax from Schedule D, income averaging from Schedule G, or maximum tax from Form 4726.) **Enter tax on line 19.**

PART V.—Credits

51 Retirement income credit (attach Schedule R) **51**

52 Investment credit (attach Form 3468) **52**

53 Foreign tax credit (attach Form 1116) **53**

54 **Total credits** (add lines 51, 52, and 53). **Enter here and on line 20** . . . . ▶ **54**

PART VI.—Other Taxes

55 Self-employment tax (attach Schedule SE) **55**

56 Tax from recomputing prior-year investment credit (attach Form 4255) **56**

57 Minimum tax (see instructions on page 8). Check here ☐, if Form 4625 is attached **57**

58 Social security tax on unreported tip income (attach Form 4137) **58**

59 Uncollected employee social security tax on tips (from Forms W-2) **59**

60 **Total** (add lines 55, 56, 57, 58, and 59). **Enter here and on line 22** . . . . ▶ **60**

PART VII.—Other Payments

61 Excess FICA tax withheld (two or more employers—see instructions on page 8) **61**

62 Credit for Federal tax on special fuels, nonhighway gasoline and lubricating oil (attach Form 4136) . **62**

63 Regulated Investment Company Credit (attach Form 2439) **63**

64 **Total** (add lines 61, 62, and 63) **Enter here and on line 26** . . . . ▶ **64**

U.S. GOVERNMENT PRINTING OFFICE 1971 O-418 131 32-0598032

FORM W-4 (Rev. July 1969)
Department of the Treasury
Internal Revenue Service

Employee's Withholding Exemption Certificate

Type or print full name .... Social Security Number ....

Home address .... City .... State .... ZIP code ....

EMPLOYEE: File this form with your employer. Otherwise, he must withhold U.S. income tax from your wages without exemption.

EMPLOYER: Keep this certificate with your records. If the employee is believed to have claimed too many exemptions, the District Director should be so advised.

HOW TO CLAIM YOUR WITHHOLDING EXEMPTIONS

1. If SINGLE (or if married and wish withholding as single person), write "1." If you claim no exemptions, write "0" . . . .
2. If MARRIED, one exemption each is allowable for husband and wife if not claimed on another certificate.
   (a) If you claim both of these exemptions, write "2"; (b) If you claim one of these exemptions, write "1"; (c) If you claim neither of these exemptions, write "0" . . . .
3. Exemptions for age and blindness (applicable only to you and your wife but not to dependents):
   (a) If you or your wife will be 65 years of age or older at the end of the year, and you claim this exemption, write "1"; if both will be 65 or older, and you claim both of these exemptions, write "2" . . . .
   (b) If you or your wife are blind, and you claim this exemption, write "1"; if both are blind, and you claim both of these exemptions, write "2" . . . .
4. If you claim exemptions for one or more dependents, write the number of such exemptions. (Do not claim exemption for a dependent unless you are qualified under Instruction 4 on other side.). . . . .
5. If you claim additional withholding allowances for itemized deductions fill out and attach Schedule A (Form W-4), and enter the number of allowances claimed (if claimed file new Form W-4 each year) . . . .
6. Add the exemptions and allowances (if any) which you have claimed above and enter total . . . . ☐
7. Additional withholding per pay period under agreement with employer. (See Instruction 1.) . . . . $

I CERTIFY that the number of withholding exemptions and allowances claimed on this certificate does not exceed the number to which I am entitled. e48—16—80515-1

(Date) ...., 19 .... (Signed) ....

1. Number of Exemptions.—Do not claim more than the correct number of exemptions. However, if you expect to owe more income tax than will be withheld, a smaller number of exemptions may be claimed or you may enter into an agreement with your employer to have additional amounts withheld. This is important if you have more than one employer. If both husband and wife are employed, each may ask to have taxes withheld as a "single" person to avoid owing large additional amounts of taxes.

Only one personal exemption may be claimed by nonresident aliens other than residents of Canada, Mexico, or Puerto Rico.

2. Itemized Deductions.—See Schedule A (Form W-4) for instructions on claiming additional allowances based on large itemized deductions.

3. Changes in Exemptions.—You may file a new certificate at any time if the number of your exemptions INCREASES.

You must file a new certificate within 10 days if the number of exemptions previously claimed by you DECREASES, for example, because:

(a) Your wife (or husband) for whom you have been claiming exemption is divorced or legally separated, or claims her (or his) own exemption on a separate certificate.

(b) The support of a dependent for whom you claimed exemption is taken over by someone else, so that you no longer expect to furnish more than half the support for the year.

(c) You find that a dependent for whom you claimed exemption will receive $600 or more of income of his own during the year (except your child who is a student or who is under 19 years of age).

The death of a spouse or a dependent, does not affect your withholding until the next year, but requires the filing of a new certificate. If possible, file a new certificate by December 1 of the year in which the death occurs. If you qualify as a surviving spouse with dependent child (children), you may claim your personal exemption on line 2 as a married individual for the two years following the year of the death of your spouse.

4. Dependents.—To qualify as your dependent (line 4 on other side), a person (a) must receive more than one-half of his or her support from you for the year, and (b) must have less than $600 gross income during the year (except your child who is a student or who is under 19 years of age), and (c) must not be claimed as an exemption by such person's husband or wife, and (d) must be a citizen or resident of the United States or a resident of Canada, Mexico, the Republic of Panama or the Canal Zone (this does not apply to an alien child legally adopted by and living with a United States citizen abroad), and (e) must (1) have your home as his principal residence and be a member of your household for the entire year, or (2) be related to you as follows:

Your son or daughter (including legally adopted children), grandchild, stepson, stepdaughter, son-in-law, or daughter-in-law;

Your father, mother, grandparent, stepfather, stepmother, father-in-law or mother-in-law;

Your brother, sister, stepbrother, stepsister, half brother, half sister, brother-in-law, or sister-in-law;

Your uncle, aunt, nephew, or niece (but only if related by blood).

U.S. GOVERNMENT PRINTING OFFICE e48—16—80515-1

STATE OF ILLINOIS
DEPARTMENT OF LABOR

LUCILLE A. KAHOUN
SUPERINTENDENT

DIVISION OF WOMEN'S AND CHILDREN'S EMPLOYMENT

Certificate of Physical Fitness

As Required by Section 12, Paragraph 4, Child Labor Law of Illinois, Effective June 30, 1947.

Name ________________ Address ________________

School ________________ Grade ______ Birth ________________
Place Mo Day Year Proof

Sex ______ Complexion ______ Hair ______ Kind of Work ________________

Employer ________________ Address ________________ Industry ________________

Date Re-Examined: ________________
Date Height Weight

Date Re-Examined: ________________
Date Height Weight

Date Re-Examined: ________________
Date Height Weight

Date Re-Examined: ________________
Date Height Weight

REMARKS: ________________

NOTE: Issuing officer should fill in information at top of certificate and then have minor take certificate to examining physician for medical data, returning same to issuing officer for permanent record; for any re-examination, use this same certificate. This form is furnished by the Department of Labor, or may be reproduced.

W&C-F-30 (11724—10M—8-69) 10

MEDICAL DATA

Date Examined ______ Age ___ Yr. ___ Mo. ___ Height ______ Weight ______

Vision ______ Hearing ______

Family History ______

Physical History ______

Examination: ______ Development ______ Nutrition ______

Nose ______ Throat ______ Ears ______ Mouth ______

Neck ______ Heart ______ Lungs ______ Chest X-Ray ______

Abdomen ______ Hernia ______

Smallpox Vaccination ______ Diphtheria Immunization ______ Pediculosis ______

Special Examination: ______

REMARKS: ______

Approved ______ Not approved ______ Signed ______ M. D.

Examiner.

APPLICATION FOR EMPLOYMENT

PERSONAL INFORMATION

DATE SOCIAL SECURITY NUMBER

NAME
LAST FIRST MIDDLE

PRESENT ADDRESS
STREET CITY STATE

PERMANENT ADDRESS
STREET CITY STATE

PHONE NO. OWN HOME RENT BOARD

HEIGHT WEIGHT

MARRIED SINGLE WIDOWED DIVORCED SEPARATED

NUMBER OF CHILDREN DEPENDENTS OTHER THAN WIFE OR CHILDREN

IF RELATED TO ANYONE IN OUR EMPLOY, STATE NAME AND DEPARTMENT REFERRED BY

EMPLOYMENT DESIRED

POSITION DATE YOU CAN START SALARY DESIRED

ARE YOU EMPLOYED NOW? IF SO MAY WE INQUIRE OF YOUR PRESENT EMPLOYER

EVER APPLIED TO THIS COMPANY BEFORE? WHERE WHEN

EDUCATION	NAME AND LOCATION OF SCHOOL	YEARS ATTENDED	DATE GRADUATED	SUBJECTS STUDIED
GRAMMAR SCHOOL				
HIGH SCHOOL				
COLLEGE				
TRADE, BUSINESS OR CORRESPONDENCE SCHOOL				

SUBJECTS OF SPECIAL STUDY OR RESEARCH WORK

WHAT FOREIGN LANGUAGES DO YOU SPEAK FLUENTLY? READ WRITE

ACTIVITIES OTHER THAN RELIGIOUS (CIVIC, ATHLETIC, ETC.)
EXCLUDE ORGANIZATIONS, THE NAME OR CHARACTER OF WHICH INDICATES THE RACE, CREED, COLOR OR NATIONAL ORIGIN OF ITS MEMBERS.

LAST

FIRST

MIDDLE

Rediform BG 285

(CONTINUED ON OTHER SIDE)

MER EMPLOYERS (LIST BELOW LAST FOUR EMPLOYERS, STARTING WITH LAST ONE FIRST.)

DATE MONTH AND YEAR	NAME AND ADDRESS OF EMPLOYER	SALARY	POSITION	REAS
FROM TO				
FROM TO				
FROM TO				
FROM TO				

REFERENCES: GIVE BELOW THE NAMES OF THREE PERSONS NOT RELATED TO YOU, WHOM YOU HAVE KNOWN AT LEAST ONE YEAR

NAME	ADDRESS	BUSINESS	YEARS ACQUAINTED
1			
2			

PHYSICAL RECORD:

LIST ANY PHYSICAL DEFECTS

WERE YOU EVER INJURED? GIVE DETAILS

HAVE YOU ANY DEFECTS IN HEARING? IN VISION? IN SPEECH?

IN CASE OF EMERGENCY NOTIFY

NAME ADDRESS PHONE NO.

I AUTHORIZE INVESTIGATION OF ALL STATEMENTS CONTAINED IN THIS APPLICATION. I UNDERSTAND THAT MISREPRESENTATION OR OMISSION OF FACTS CALLED FOR IS CAUSE FOR DISMISSAL. FURTHER, I UNDERSTAND AND AGREE THAT MY EMPLOYMENT IS FOR NO DEFINITE PERIOD AND MAY, REGARDLESS OF THE DATE OF PAYMENT OF MY WAGES AND SALARY, BE TERMINATED AT ANY TIME WITHOUT ANY PREVIOUS NOTICE.

DATE SIGNATURE

DO NOT WRITE BELOW THIS LINE

INTERVIEWED BY DATE

REMARKS:

NEATNESS		CHARACTER	
PERSONALITY		ABILITY	

HIRED FOR DEPT. POSITION WILL REPORT SALARY WAGES

APPROVED: 1. 2. 3.

EMPLOYMENT MANAGER DEPT. HEAD GENERAL MANAGER

APPLICATION FOR POSITION

Date__________

ame (print)__________ Home Tel. No.__________

Present address__________ How long have you lived there?__________
No. Street City State

Previous address__________ How long did you live there?__________
No. Street City State

Position applied for?__________ Earnings expected $__________

PERSONAL

Date of birth__________19____
Check your State law as to discrimination because of age.
Height____ft.____in. Weight________lbs.
Are you a U. S. citizen? ☐ Yes, ☐ No

☐ Single, ☐ Married, ☐ Separated
☐ Engaged, ☐ Widowed, ☐ Divorced
Date of marriage__________

No. children____ Their ages__________
No. other dependents____ Ages__________
Soc. Sec. No.__________

Do you: ☐ Own your home? ☐ Rent? ☐ Live with relatives? ☐ Board? ☐ Stay with friends? Other__________

(If you rent) What monthly rent do you pay? $__________ Do you own your furniture? ☐ Yes, ☐ No

Is your wife employed? ☐ No, ☐ Yes, part time, ☐ Yes, full time; What kind of work?__________ Her earnings $______ per____

Do you carry life insurance? ☐ No, ☐ Yes; Amount $__________ __________

What physical defects do you have?__________

In case of emergency, notify__________
Name Address Phone

EDUCATION

Type of School	Name and Address of School	Courses Majored in	Check Last Year Completed				Graduate? Give Degrees	Last Year Attended
Elementary			5	6	7	8	☐ Yes, ☐ No	19
High School			1	2	3	4	☐ Yes, ☐ No	19
College			1	2	3	4		19
College			1	2	3	4		19
Graduate School			1	2	3	4		19
Business or Trade School			1	2	3	4		19
Corresp. or Night School			1	2	3	4		19

Scholastic standing in H. S.?__________ In College?__________

EXTRACURRICULAR ACTIVITIES (athletics, clubs, etc.)

(Do not include military, racial, religious, or nationality groups)

In high school__________ In college__________

Offices held__________ Offices held__________

SERVICE IN U. S. ARMED FORCES

ve you served in the U. S. Armed Forces? ☐ Yes, ☐ No; (If yes) Date active duty started__________19____

Which Service?__________ What branch of that Service?__________ Starting Rank__________

Date of discharge__________19____ Rank at discharge__________

Form No. OA-201

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Developed by The McMurry Company

arlington park towers

APPLICATION FOR EMPLOYMENT

PERSONAL INFORMATION

DATE SOCIAL SECURITY NUMBER

NAME (LAST) (FIRST) (MIDDLE) AGE SEX

PRESENT ADDRESS (STREET) (CITY) (STATE)

PERMANENT ADDRESS (STREET) (CITY) (STATE)

PHONE NO. OWN HOME RENT BOARD

DATE OF BIRTH HEIGHT WEIGHT COLOR OF HAIR COLOR OF EYES

MARRIED SINGLE WIDOWED DIVORCED SEPARATED

NUMBER OF CHILDREN DEPENDENTS OTHER THAN WIFE OR CHILDREN CITIZEN OF U. S. A. YES ○ NO ○

IF RELATED TO ANYONE IN OUR EMPLOY, STATE NAME AND DEPARTMENT REFERRED BY

LAST

FIRST

MIDDLE

EMPLOYMENT DESIRED

POSITION DATE YOU CAN START SALARY DESIRED

ARE YOU EMPLOYED NOW? IF SO MAY WE INQUIRE OF YOUR PRESENT EMPLOYER

EVER APPLIED TO THIS COMPANY BEFORE? WHERE WHEN

EDUCATION	NAME AND LOCATION OF SCHOOL	YEARS ATTENDED	DATE GRADUATED	SUBJECTS STUDIED
GRAMMAR SCHOOL				
HIGH SCHOOL				
COLLEGE				
TRADE, BUSINESS OR CORRESPONDENCE SCHOOL				

SUBJECTS OF SPECIAL STUDY OR RESEARCH WORK

WHAT FOREIGN LANGUAGES DO YOU SPEAK FLUENTLY? READ WRITE

U. S. MILITARY OR NAVAL SERVICE RANK PRESENT MEMBERSHIP IN NATIONAL GUARD OR RESERVES

ACTIVITIES OTHER THAN RELIGIOUS (CIVIC, ATHLETIC, FRATERNAL, ETC.)

(CONTINUED ON OTHER SIDE)

FORMER EMPLOYERS (LIST BELOW LAST FOUR EMPLOYERS, STARTING WITH LAST ONE FIRST.)

DATE MONTH AND YEAR	NAME AND ADDRESS OF EMPLOYER	SALARY	POSITION	REASON FOR LEAVING
FROM				
TO				
FROM				
TO				
FROM				
TO				
FROM				
TO				

REFERENCES; GIVE BELOW THE NAMES OF THREE PERSONS NOT RELATED TO YOU, WHOM YOU HAVE KNOWN AT LEAST ONE YEAR.

NAME	ADDRESS	BUSINESS	YEARS ACQUAINTED
1			
2			
3			

PHYSICAL RECORD:

LIST ANY PHYSICAL DEFECTS

WERE YOU EVER INJURED? GIVE DETAILS

HAVE YOU ANY DEFECTS IN HEARING? IN VISION? IN SPEECH?

IN CASE OF EMERGENCY NOTIFY

NAME ADDRESS PHONE NO.

I AUTHORIZE INVESTIGATION OF ALL STATEMENTS CONTAINED IN THIS APPLICATION. I UNDERSTAND THAT MISREPRESENTATION OR OMISSION OF FACTS CALLED FOR IS CAUSE FOR DISMISSAL. FURTHER, I UNDERSTAND AND AGREE THAT MY EMPLOYMENT IS FOR NO DEFINITE PERIOD AND MAY, REGARDLESS OF THE DATE OF PAYMENT OF MY WAGES AND SALARY, BE TERMINATED AT ANY TIME WITHOUT ANY PREVIOUS NOTICE.

DATE SIGNATURE

DO NOT WRITE BELOW THIS LINE

INTERVIEWED BY DATE

REMARKS:

NEATNESS		CHARACTER	
PERSONALITY		ABILITY	

HIRED FOR DEPT. POSITION WILL REPORT SALARY WAGES

APPROVED: 1. 2. 3.

EMPLOYMENT MANAGER DEPT. HEAD GENERAL MANAGER

Form IL-W-4

ILLINOIS
DEPARTMENT
OF REVENUE

EMPLOYEE'S ILLINOIS WITHHOLDING EXEMPTION CERTIFICATE

PRINT FULL NAME

SOCIAL SECURITY NO

HOME ADDRESS

EMPLOYEE:

File this form with your employer. Otherwise he must withhold Illinois income tax from your wages without exemption.

EMPLOYER:

Keep this certificate with your records. If the employee is believed to have claimed too great an exemption, please inform the Illinois Dept. of Revenue.

HOW TO CLAIM YOUR ILLINOIS WITHHOLDING EXEMPTION

1. Write number of exemptions to which you are **ENTITLED** on your Federal Income Tax Return (Form 1040) . . . . ☐

2. To claim your full Illinois exemption, enter the amount shown on Line 1. If you elect to reduce the amount of your Illinois exemption for purposes of withholding Illinois income tax, enter a lesser number . . . . ☐

I CERTIFY that the withholding exemption claimed on this certificate does not exceed the amount to which I am entitled.

(Date) ______________________, 19_____ (Signed) ______________________________

FORM IL-W-4

NOTICE TO EMPLOYEE

1. Personal and dependency exemptions allowable for Federal Income Tax purposes may be used to compute your Illinois withholding exemption. Itemized deductions allowable for Federal Income Tax purposes are NOT allowable for Illinois Income Tax. DO NOT increase your Illinois exemption for itemized deductions for Federal Income Tax purposes.

2. You may file a new certificate at any time if the number of your exemptions for Federal Income Tax purposes INCREASES.

You MUST file a new certificate within 10 days if the exemption previously claimed by you DECREASES because of a reduction in the number of your exemptions for Federal Income Tax purposes.

The death of a wife or a dependent does not affect your withholding exemption until the next year, but requires the filing of a new certificate. If possible, file a new certificate by December 1 of the year in which the death occurs.

For further information, consult the Illinois Department of Revenue or your employer.

3. Do not claim an Illinois exemption in excess of the amount to which you are entitled. You may claim a lesser amount. Every individual whose annual tax can reasonably be expected to exceed the amount withheld and any credits allowed by more than $50.00, shall file with the Illinois Department of Revenue, a declaration of estimated tax.

4. **Penalties:** Penalties are imposed for willfully supplying false information or willful failure to supply information which would reduce the withholding exemption.